

Foreign language culture teaching and learners' cultural identity

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**Thesis submitted in partial fulfillment of the requirements for the degree of
Magister in English Language Teaching**

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M.A. In Education

Universidad Del Norte

Master of Arts in English Language Teaching

Barranquilla

2012

TABLE OF CONTENTS

INTRODUCTION.....	7
1. RATIONALE.....	11
1.1. Statement of the problem.....	13
1.2. Context description.....	14
1.3. Research objective.....	15
1.4. Research questions	16
1.5. General objectives.....	17
1.5.1. Specific objectives.....	17
2. THEORETICAL FRAMEWORK.....	18
2.1. Culture.....	18
2.2. Identities.....	21
2.3. Language and identity.	23
2.4. Intercultural competences.....	26
3. METHODOLOGY.....	28
3.1. Ethnographic case study.....	29
3.2. Target group.....	30

3.3. Instruments and techniques.....	31
3.3.1. Observations.....	32
3.3.2. Semi-structured interviews.....	33
3.3.3. Documents and records.....	38
3.4. Data collection procedure.....	40
3.5. Data analysis procedure.....	42
4. RESULTS.....	53
4.1. Students results.....	53
4.1.1. Student observations.....	53
4.1.2. Student interviews.....	65
4.1.3. Student context.....	69
4.1.4 Student results conclusions.....	72
4.2. Teacher results.....	73
4.2.1. Teacher observations.....	73
4.2.2. Teacher interviews.....	78
4.2.3. Teacher conclusions.....	88
4.3. Administrative staff results.....	88

4.3.1 Coordinator interview.....	89
4.3.2. Document analysis.....	90
4.3.3. School context analysis.....	91
4.3.4. Administrative staff conclusions.....	92
4.4. Triangulation.....	93
5. DISCUSSION	96
6. CONCLUSION.....	102
REFERENCE LIST	105

LIST OF TABLES

Table 1: Student semi-structured Interviews.....	34
Table 2: Teacher semi-structured Interviews.....	35
Table 3: Primary section coordinator semi-structured Interview.....	36
Table 4: Instruments and technique table.....	38
Table 5: Categories, indicators, and justification.....	44
Table 6: Class observation analysis layout.....	51
Table 7: Semi-structured interview analysis layout.....	52
Table 8: Student class observations.....	54
Table 9: Student semi-structured interviews.....	66
Table 10: Student context.....	70
Table 11: Language Arts and Sociales teacher observations.....	74
Table 12: English and Spanish teacher interviews.....	77
Table 13: Coordinator semi-structured interview.....	89
Table 14: Document analysis.....	90
Table 15: School context analysis.....	91
Table 16: Triangulation.....	95

LIST OF APPENDICES

English teacher semi-structured interviews.....	111
Spanish teacher semi-structured interviews.....	116
Primary section coordinator semi-structured interview.....	120
Student semi-structured interviews.....	123
Class observation transcript 1.....	127
Class observation transcript 2.....	142
Class observation transcript 3.....	160
Class observation transcript 4.....	183
Class observation transcript 5.....	198

INTRODUCTION

Determining if learners' cultural identity is jeopardized by the teaching and socialization of the cultural components of a target language is of a major interest in today's globalized era, where geographical boundaries have been blurred and online mass communication facilitate and promote interaction between people of different cultural backgrounds and nationalities. In modern times contact with foreign cultural expressions is a common event; therefore, the integration of language instruction with its cultural components is becoming day by day a priority in language instruction. Some of the reasons of why the integration of the target language with its cultural components are deemed essential are pointed out by Deardorff and Hunter (2004) who attested that the twenty first century withholds numerous challenges for our language students and that the prime educational goal should be getting them ready for the demands that the workforce will have upon them. According to Geng (2010) global communication demands from learners the development of intercultural competences, for each nation and country has own set of social rules and own view of the universe. On this subject Risager (2006) added that development of intercultural competences were a must in current transnational and global trends and that modern language studies needed to develop new paradigms attuned with present historical context and needs. The importance of this connection is also pointed out by Roberts, Bryam, Barro, Jordan, and Street (2001) when they affirmed that second language learning is becoming day-by-day more defined in cultural terms and that a reconceptualization of the meaning of second language learning should be proposed.

This connection between the cultural components of a language and its role in communication is furthermore, analyzed by Agha (2003) who explained that cultural differences

make themselves obvious not only between people of different nationalities, but also among people of the same country, where the inhabitants speak the same language, but with different accents. Yi Qu (2010) emphasized that language should not be depleted from its cultural meaning making system in which it is deeply embedded and that language fluency per se without any awareness of its cultural implications does not assist nor enhance learners' cognitive and social skills. She pointed out that reading of a material or interactions carried out in the foreign language without the full understanding of its pauses and gestures certainly led to a limited access of its full interpretation.

According to Molinsky (2005) relevance of the cultural components of a language become obvious when foreign language speakers confront challenging situations when expected to perform accordingly with the culture of the foreign language. He added that if second language speakers seek to be evaluated positively by natives of foreign language, then norms and social expectations must be complied with. Furthermore, he argued that language learners need teachers and language teaching institutions to commit to the contextualization of the second language, where an international understanding is promoted by entering the life, thoughts, and literature of speakers of other languages. Other reasons for the teaching of the cultural components of the target language are highlighted by Cakir (2006) when he expressed that learners benefit from the teaching of other worldviews for it favors an open mind attitude, free of prejudice and clichés often assumed as factual cultural manifestations. Furthermore, he stressed that the teaching of other life views not only favored development of cross-cultural skills, but that it also contributed to minimizing or eradicating learners' ethnocentrism. On how to achieve this goal Wong (2010) pointed out that in order for students to develop intercultural skills teachers need to select properly cultural contents to be taught: Instructors need to decide what cultural

elements to teach in order to accomplish development of intercultural competences in language learners. In addition, Ya-Chen Su (2011) expressed:

Because numerous curriculum guides around the world stress the need for incorporating cultural studies into FL curricula, it is important to determine which teaching methods are effective in helping students develop cross-cultural awareness and understanding of target language cultures and their own, as well as the ability to recognize cultural stereotypes and generalizations and to evaluate them by analyzing them in relation to real-life evidence and interaction (p. 231).

However, regardless of current global demands and reasons for integrating language teaching with its cultural components, there are still communities who may consider contact with foreign cultures a threat to own cultural identity. Therefore, the need of examining if the teaching and socialization of the cultural components of a target language threaten learners' cultural identity is a concern in many communities worldwide. This situation extends specially to our national context where our Colombian government seeks to establish nationwide English as a foreign language and speaks in favor of incorporating into the language curriculum the cultural elements of the target language as stated by the Ministry of National Education (2006):

Communicative competence cannot be accomplished in isolation for it implies a flexible knowing/doing that upgrades itself in significant contexts and which presupposes the capacity of using language meaningfully in diverse situations inside and out of the school environment. Because of this, the proposal comprises also the development of skills and knowledge that connect language being learned to its ethical, aesthetic, social, and cultural dimensions. It is important to offer boys, girls, and youngsters more than the

knowledge of an isolated code, real possibilities to understand and interpret their reality (p.12).

In addition to the global demands and to our national foreign language objectives, the analysis of if the teaching and socialization of the cultural components of a target language affect learners' cultural identity is also an issue for learners themselves. Language learning as indicated by Shultz (2007) is not an isolated event; it involves and affects learners' behavior, cognition, and affective domains.

In the following section, the rationale of this research paper is presented. It includes the description of the research problem as well as the context, the research questions and objectives. Next, in the theoretical framework a discussion is carried out on the concepts of culture, identities, language and culture, followed by the analysis of intercultural competences. Further on, the methodology used for the research study is explained where decisions on general approach and research design are discussed along with instruments and techniques used. In the same section, an explanation on data collection procedure and data triangulation is provided. The last sections analyze data results, with a subsequent discussion on findings. Finally, the conclusions of the study are revised and analyzed with recommendations for further research.

1. RATIONALE

Analyzing to what extent the teaching and socialization of foreign cultural markers affect learners' cultural identity is an important step that needs to be taken in current globalized era when second language instruction highlights the importance of incorporating into the language curriculum the cultural component of the target language. Language instruction in present times seeks to develop not only linguistic skills but also new cognitive schemes and positive emotional responses to foreign cultures. By exposing students to foreign cultural values and beliefs, second language instruction seeks to develop better communicative skills based on a deeper understanding of cultural differences, as well as a more opened attitude towards others, free of prejudice, stereotypes, and cliché's as pointed out by Cakir (2006):

However, as the use of language in general is related to social and cultural values, language is considered to be a social and cultural phenomenon. Since every culture has its own cultural norms for conversation and these norms differ from one culture to another, some of the norms can be completely different and conflict with other cultures' norms. Consequently, communication problems may arise among speakers who do not know or share the norms of other cultures. (p.154)

One of the most important reasons for integrating language with its cultural components is the development of intercultural skills which benefits communication between foreign language speakers with natives of the target language as asserted by Caldwell (2005) when he argued that communication is not just functional language, but more of a window into an individual's sense of being. Moreover, communication as stated by Mindess (2006) can be many times taken for granted when perceived as just a simple process of encoding and decoding, where sender and receiver exchange linguistic features of a common language, be it spoken,

written, or sign language. Furthermore, she added that people fail to see the intrinsic processes and the multiple elements communication withholds, generating therefore, gaps and setbacks in message transmission and interpretation.

Mindess emphasized that communication is a controlled and contextualized social ritual where group's expectations and norms influence individual's personal interpretation of messages received and where aspects such as participants' roles, mode of communication, and settings have the power of assigning meaning to communicative acts. In addition, she argued that communication involves diagramming multiple layers of contextualized information that will be analyzed, evaluated, and finally assigned with a meaning by receiver in order to establish a common ground with sender (2006). In the same terms, Agar (2007) asserted that communication is constrained by cultural factors, each having its own set of performance expectations. Furthermore, he asserted that we take for granted aspects such as chats, turn taking, addressing each other, greetings, formal meetings, and other forms of communications without noticing that they are controlled by cultural factors. Novinger (2001) affirmed that language is one of the many components of culturally based interactions and that other factors such as facial gestures and body motions participate in the process of communicating effectively within group. Moreover, she affirmed that communication is a flexible, adaptive, malleable, and organized system created within communities as a way of unifying and of identifying other group members. Novinger considered individual's capacity to communicate competently within a group delimited and bounded by how well community's set of norms, values and sense of reality are accepted and adopted. She also identified other distinctive factors that add to communication's complexity and that are culturally defined and interpreted. On the complexity of communication, she highlighted that it can be "low-context or high-context", which ultimately means that in some cultures

attention is put mostly on content of a message and that words are taken as valuable tokens regardless of other possible factors, while in other cultures, behavior displayed while communicating influences actual intentions and meaning of message transmitted. In addition, she asserted that speaking the same language does not ensure proper communication between individuals of different cultures or subcultures, since the most signifying elements of communication are individual's perception of reality and interactional expectations established within community. On the role of culture on language, Thijs (2006) highlighted that language and its associated culture give group members an identity linked to a historical past and to an expected future.

However, community members do not always perceive this connection between language instruction and culture as positive. Many times stakeholders consider this integration an attempt in promoting foreign ideals and a cultural invasion. The culture of the target language is seen as a risk factor that might weaken own cultural set of values and beliefs.

1.1. Statement of the problem:

The present study took place on behalf of a group of parents that expressed concern towards the teaching and socialization of the cultural components of the target language. These stakeholders have denoted apprehension and suspicion towards display of foreign cultural markers including use of the second language outside of the classroom. They argued that by celebrating foreign cultural holidays, the school was promoting a cultural invasion, and that the use of the second language outside of the classroom diminished mainstream culture. According to them second language teaching should be approached solely within the classroom, in language labs, and only by the teacher, furthermore, they argued that teaching the cultural components of the language attempted against learners' cultural identity. They affirmed that by promoting the

celebration of other cultural beliefs and values, students' could reject own national identity. They felt as if the foreign culture was taking over mainstream culture. In addition, they argued that by celebrating these types of activities we are allowing another culture to overcome our own and that since we are in Colombia and specifically in Barranquilla, the school should not be honoring another language and least another culture. In their eyes, pride of our culture equals banning any other cultural expression. Addressing this issue became a serious matter, taking into account that this group of parents could try to jeopardize the language-teaching approach carried out by the school. Exploring the problem therefore became a priority, since this group of stakeholders could influence students and other parents in a negative mode, which could lead to minimizing learners' exposure to the cultural values of the target language, depriving them therefore, of the opportunity of developing a wider perspective of the world and of its individuals.

1.2. Context Description

The research study was carried out in the primary section of a private B calendar bilingual school in Barranquilla, founded over twenty-five years ago. The school has a co-education system with a student population of over five hundred students, of which in 5th grade 70 % has studied in the school since pre-school and 30% has arrived from other educational institutions. The school has three defined sections: pre-school, primary, and high school and grade levels go from nursery to high school. The daily timetable goes from seven thirty in the morning to two thirty in the afternoon. The school staff including the headmaster is composed 95% of local teachers whose first language is Spanish. In the primary section there are nineteen teachers, seven teach Spanish subjects and twelve teach English subjects. Of the twelve teachers, one has English as a first language, while the other eleven teachers have it as a second language. Eight out of the twelve English teachers studied in bilingual schools, three more learned English in language

institutions and a last one grew up in the United States. All of the English teachers have travelled abroad for vacations or have lived in the States for short periods. Besides the nineteen teachers, the primary section has a coordinator and a psychologist who speak English as a foreign language.

The school has a content-based language teaching approach, where teaching goals are set on academic content and not on language per se. Foreign culture is transmitted through the use of imported texts, where the values, traditions, history, social norms, and worldview of the target language are taught as academic content and socialized through whole section activities. Subjects taught in the target language are mathematics; language arts, social studies, health and fitness, and subjects studied in Spanish are religion, Spanish, technology, Spanish social studies, ethics, dance, art, and physical education. Texts for English subjects are imported from the United States and are conformed of reading texts and workbooks. All of the texts emphasize the development of reading skills and literature as an important aspect of language instruction. The school promotes the use of the target language outside of the classroom through whole section activities such as spelling Bee competitions, Math Olympics, and Science Fair. Apart from this the school also promotes celebration of some foreign holidays among which are St. Valentine's, Halloween, Thanks Giving, Earth Day, and Christmas show. The school in the past three years has invested in two certifications, in 2011 on the ISO 9000 certification and in 2012 on the International Baccalaureate program for high school.

1.3. Research objective

The objective of the present research study was to determine if the teaching and socialization of the cultural components of the target language threatened learners' cultural

identity. In order to do so, the research study focused on examining the cultural identity of a group of students who had experienced the school's language teaching approach for a number of years, with the intention of identifying if learners have assumed a foreign culture identity. It was expected that by analyzing this group's daily behavioral patterns and discourse within school grounds, it would be possible to determine to what degree the foreign culture had permeated learners' cultural manifestations establishing therefore, if it should be considered a threat to the identity of our mainstream culture.

It is also expected that this research study contributes with its findings to the body of research on foreign language teaching and specifically to the teaching of the cultural components of the foreign language. It also seeks to assist language teachers, language institutions, and our National government on the analysis and revision of some important questions that concern the wellbeing of language learners.

Research question:

To what degree has the teaching and socialization of the cultural components of the target language threatened learners' cultural identity?

1.4. Research questions:

1. How do learners perceive differences and similarities between own culture and foreign one?
2. To what degree do learners use foreign cultural markers within school grounds?
3. To what degree do learners prefer to use the target language instead of the mother tongue?
4. How does the school community perceive status of foreign culture?

1.5. General Objective

Establish to what degree the teaching and socialization of the cultural components of the target language threatened learners' cultural identity.

1.5.1. Specific objective:

1. Examine how learners perceive differences and similarities between own culture and foreign one.
2. Establish to what degree learners use foreign cultural markers within school grounds.
3. Identify to what degree learners prefer to use the target language instead of mother tongue.
4. Characterize how the school community perceives status of foreign culture.

2. THEORETICAL FRAMEWORK

KEY WORDS: culture, identity, intercultural competences

In the following chapter, concepts related to the topic of the present study will be discussed under this title.

2.1. Culture

The concept of culture according to Richardson (2001) is often complicated to define, because of its multiple interpretations and varied fields of study. However, for purpose at hand, anthropological notion and views on the concept of culture will enlighten our understanding of it. Riley (2007) asserted that from an anthropological perspective it withholds a group's history, traditions, beliefs, values, interpretation of reality, common sense, and language. In the same terms Rai and Panna, also affirmed that anthropologists regardless of their ideological perception on the notion of culture, agree that it promotes group's cohesion, organization, and members' recognition (2010). Furthermore, they argued that culture defines an individual's world and that it has the power of emancipating group members as well as of confining individuals to specific behavioral and cognitive patterns (2010). According to Rapaille the culture system with its multiple set of signifiers, most of the time works at an unconscious level, but influences our world view: "The culture code is the unconscious meaning we apply to any given thing-a car, a type of food, a relationship, even a country-via the culture in which we are raised" (2006, p. 5).

Culture, according to Richards, permeates and gives meaning to all human interactions through a set of created symbolic products and activities that are framed within the group's collective experiences and historical background, providing individuals with a sense of belonging and commonality (2011). Richardson (2001) also highlights the relevance of culture in human life when he argued that in order to define a human being, one must refer to the concept of culture. Moreover, he added "culture is the totality of all that characterizes us. It includes the tools and objects we create the structures and institutions we fashion, the concepts and ideas we develop, and the way these take shape as customs and beliefs..." (p.2).

Furthermore, he explained that the uniqueness of humankind amazes not only because of its capacity of creating sets of symbolic products and activities, but also because of the reasons for its productions and the manner in which they were produced. In addition, he added that culture permeates every single human interaction; it has a cohesive function that keeps group members together, giving individuals a sense of shared reality, a sense of togetherness, and of commonality. Finally, he argued that a group's historical background and collective experiences sets the foundation of group's notions on existence and of self-being (Richardson, 2001).

In similar way, Rodriguez and Fortier (2007) pointed out that culture implies an understanding of how and why people have created a set of unique categories, among which there is language, rituals, political organizations, and ceremonies. According to Risager (2006) culture is a human made self-contained system, developed with the intention of safeguarding group's specific cultural characteristics among which are: religion, values, goals, and view of reality. Furthermore, she asserted that the concept of culture denotes a mark or a set of characteristics that divide people and that terms associated with culture such as genius, pattern, and ethos help

configure the meaning of the concept, hence providing an insight to its actual meaning.

Moreover, Risager suggested that cultures resist mixing with other cultures and when encounters happen, clashes are inevitable, since group's self-preservation is at stake; however, she argued that cultures when compared, some similarities can be found in set of categories related to family relationships, art production, and people classification among others. On the role of culture and its impact on civilization, Richardson suggested, "a conception of the future, indeed, seems to be the essential prerequisite for the development of cultural forms. Without it, culture would remain in a rudimentary form, serving only immediate needs" (2001, p. 2).

Fundamentally, culture provides a symbolic environment that as stated by Jenks (1993) promotes cooperation and stability to its actors and ensures equilibrium by legitimating social order within the realms of reciprocity, obligations, shared beliefs, and ideologies. In short culture has evolved from a monolithically conception to a constructivist view, where opened social networks in modern societies give way to new norms, behaviors and values of different origins, which are enacted and assimilated through interaction with significant others (Jenks, 1993).

Cultural interactions and culture's contextual setting is permeated by numerous human made productions, which give each culture its unique characteristics. Cultures have specific markers that according to Riley (2007) provide individuals with a set of norms and concepts that guide behaviors, cognition, and which usually are loaded with moral meanings. Furthermore, Riley suggested that these set of norms and concepts have the sole purpose of assisting group members in the prediction of behaviors and attitudes, establishing therefore a degree of certainty in roles enacted by the different actors. Cultural markers include: literature, music, artifacts, landscapes, politics, clothing, cuisine, celebrations, stereotypes, humor, sports, values, social norms, figurative language, social roles, television, and many other elements.

2.2. Identities

People throughout their lifetime develop a number of identities as a way of coping with different group expectations and demands. According to Rummens (2001) some of the major identities individuals develop in their life span include cultural, national, racial, ethnic, linguistic, and regional identity. Trujillo (2006) asserted that individuals participated actively and simultaneously in different organized groups that had their own set of norms, values, expectations, and goals such as the family, work colleagues, friends, and others. He also affirmed that for each group, individuals developed distinctive and different identities in order to cope with group's demands and expectations. However, Trujillo pointed out that individuals could have at some point emotional conflicts due to possible contradictions between groups' expectations. In like form Duszak (2002) attested that the need of group cohesion was the basic motivation underlying the identity construct and that for that process of identifying closeness or distance between self and others individuals created categories aimed at classifying similarities and differences between those around and self. Categories according to her could cover an ample range of sets going from gender, ethnic group, age, ideology, clothing, appearance, and language among others sets. In this process of group selection through categorization and code switching Duszak suggested that individuals can and may detach themselves from others as a way of ensuring group's symmetry, common ground, and agreed parameters. Further on, this author asserted that those who do not fall into selected category are usually tagged as outsiders, thus generating in out-group members feelings of distance and even hostility towards those classified as different or alien.

On the concepts of self and social identity specifically Korostelina (2007) asserted that they were deeply culturally embedded mental constructs that provided individuals with a mental image that facilitated self-positioning in groups and more significantly self-positioning in the

world. Social and self-identity according to her provide subjects with a sense of group belonging and of common space, it establishes boundaries and diminishes the possibility of interpersonal conflicts, while keeping individual away from isolation. She also affirmed that self and social identity varies according to the specific cultural context where it is deeply embedded and that it is initially determined by the relationship with primary group that is the family, who will influence individual's future social alliances and memberships in the different existing groups: religious, ethnic, political party, associates, nationality. The process of social identity thus allows for group members to construct their identity in a way that feels right, while alienating those from outside groups (Isurin, 2011).

On the characteristics of self-identity, Korostelina (2007) explained that its construct was highly influenced by the setting where the individual was immersed and that it had the specific role of self-positioning in the context. Furthermore, she asserted that in collective cultures its conceptualization relied heavily on issues of family, group support, and social recognition, while in individualistic cultures, factors such as personal growth, personal achievement, and personal relationships were the markers that defined perceptions on self and social image (2007). On the other hand, social identity is a product of participation in sub-groups where a public identity is assumed for different purposes; individuals play different roles within different groups as a way of achieving recognition and of ensuring group membership (Riley, 2007). Social identity as explained by Korostelina (2007) is not inherent or intrinsic to an individual, but rather a mediated mental scheme where group's collective parameters have the power of assigning group members different roles that may and can influence his/her self-image. Furthermore, Salomone (2010) suggested that manifestations of individual's self and social identities were visible and manifested during interactions based on context, intention of interaction, and status of actors.

She put as example bilinguals who switched languages based on topic discussed, place of interaction, and person being spoken to, and added that this was also observable among speakers of a same language where switching from a dialect or casual discourse to a standardized form of speech was perceived when changes in any of the mentioned variants occurred (Salomone , 2010).

2.3. Culture, Language and identity

Salomone (2010) defined language as: The foundation for building a multimodal package that includes not just linguistic features, but facial expressions, movement, and other forms of “semiotic behavior”. According to her, language is a channel through which individuals identify self and others and through which positions of power and subordination are displayed based on discourse and attributions bestowed upon language. Furthermore, she argued that language apart from being a powerful representational tool of our reality and of who we are, it is also an intra-group code where members share a similar pattern of ideas, attitudes, values, and even prejudice. Language in the words of Simpson (2007) is a symbolic meaning making system that bounds individuals and communities together. In similar way, Steward (2000) suggested that communication has the sole purpose of ensuring group’s bonding by the use of cognitive and behavioral patterns, that provide group with a sense of unity and cohesion, which enable them to identify others as similar to themselves, thus not a risk for group’s survival. Furthermore, he expressed that communication facilitates individual’s enculturation and development of self-identification within a larger group reality. By the same token, Goatly, (2000) affirmed that language predisposes individuals to behave and think accordingly with values and ideologies of the surrounding culture. Moreover, he asserted that speakers of different languages will behave

and think differently, a phenomenon observable through films, cartoons, and other mass media productions. In addition, he added:

The conceptual or representational dimension of language shows itself in two ways: first, in the vocabulary we use to categorize and refer to phenomenon; and, second, in the structure of clause grammar which set up relationship between the objects we refer to (p. 51).

On the process of how language becomes a determining factor in an individual's identity construct, Williams and Burden (1997) explained that humans are born into social worlds, where self- concept and group membership is developed through linguistic interactions and where language's cultural identity influences individual's self-image through social behavioral patterns observed and adopted. Moreover, Besemeres and Wierzbicka (2008) stated that languages provide speakers with the opportunity of comparing contexts in which languages are used, how they respond emotionally to each of them, and what linguistic selections they make when communicating. In addition, Hadley (1996) suggested that language's core words are full of cultural connotations, and that each word is a unique prototypical representation of a concept.

This correlation between culture, language and identity is furthermore, explored by Salomone (2010) when she affirmed that bilinguals retain very deep emotional references of first language, observable in how it is usually used for more intimate purposes such as praying or swearing. According to her, this may be due to early language neurological connections to the emotional arousal system. To exemplify this she pointed out that it is usually observed in immigrant families, that members continue to interact in their first language during intimate family time, switching back to the second language when engaged in conversations or activities

more distant and detached from self (2010). Halliday and Hassan (1985) also analyze this situated functionality of language and identities and argued that language serves multiple functions and is created based on community's set of values, interpersonal relations, and multidimensional nature of shared experiences.

The reasons for learning another language and along with it a new set of communication patterns that are permeated with different cultural values and beliefs are many. One of the most common one is based on the status of the culture that it represents. According to Domyei, Csizer, and Nemeth (2006) the decision of learning another language is usually motivated by how foreign language is perceived by individual and community, by how it is categorized, and by the identity it is bestowed with. In addition, they attested that significance of specific languages and related motivation to learn it is influenced by world events, by how language is positioned in front of the rest of the world, and by how powerful it is. They put as an example the current globalization where English has been gaining more adepts due to its participation and relevance in global economy. This motivation towards a specific language and what it may represent can also be visible in bilingual schools where more than one language is promoted in daily activities, and where students are motivated by multiple factors to use one or the other. In addition, Salomone (2010) indicated that language learners' language preferences were based on values ascribed to the identity of the language. She argued that this was especially observable in bilingual schools where more than one language was instructed and where the languages were given a specific status. She added: "The extent to which one uses the national language or the mother tongue serves as the standard for measuring attitudes in daily interactions. This is especially true in the context of the school." (p. 89). Furthermore, Lasagabaster and Huguet (2006) affirmed that the family and teachers had the capacity of affecting language learners'

perception on foreign and national language. This group of people as he explained has a predominant role in language learners' language acquisition, for they endowed foreign language with specific attractive attributions, thus, conferring it with an optimal and appealing identity.

2.4. Intercultural competences

Intercultural competences according to Sercu (2005) are a set of purposely-developed skills and attitudes that enable language learners to communicate effectively with native speakers of the target language. Novinger (2001) pointed out importance of intercultural competence when she argued that today's global scenery can become a hostile environment due to miscommunication among speakers of different cultural backgrounds and that to avoid this chaotic situation it was critical for foreign language speakers to develop these competences. Among the skills intercultural competences develop Sercu (2005) listed : self-awareness, ability to compare and interpret, ability to relate information and events, the use of meta-cognitive strategies, tolerance towards diversity, a willing disposition towards foreign culture, a critical stance to assess self and others, and an opened mind, among other traits.

Intercultural competences promote in language learners the understanding and interpretation of non-verbal cues elicited during communicative act by individuals of other cultural backgrounds. Novinger (2001) explained that these non-verbal cues vary from culture to culture and may cover gestures, voice tone, facial expressions, social manners, and body language among other; moreover, she affirmed that members of the community displayed these cues in an unconscious way and therefore language learners needed specific training and educational goals aimed at developing cultural awareness. Furthermore, she asserted, that since all communicative acts were embedded in specific cultural settings and in specific contextual

frames, learner's cultural background itself could be an obstacle for an efficient communication with speakers of the foreign language.

However, Sercu pointed out that before an individual can develop intercultural competences, language learners must analyze own social identity and preconceptions held on out-groups, that is outsiders, as a way of predicting possible reactions in front of the representatives of the foreign culture. Further on, he asserted that understanding how culture structures and constructs our self-image and that of others, facilitates overcoming cultural programming, which is the unconscious acceptance of all that the in-group considers valid. Additionally, Sercu suggested that the unconscious level on which cultural programming functions may limit individuals' capacity of developing a none judgmental attitude towards those tagged as "different", thus limiting awareness of possible prejudice, preconceptions, and stereotypes (2005). The importance of self-awareness has also been examined by Jackendoff (2007) as he argued that before an organism can act upon its environment and make use of its social skills and capacities, first it must become aware of its characteristics, possibilities, and limitations. In similar way, Mindess (2006) attested that to ignore the infinity variety of our world cultures, equals the assumption that our way is the only way. Unfortunately this stance is adopted by many people, who perceive own culture as the worthy one, assuming an ethnocentric attitude, where values, beliefs, and history of other cultural groups is diminished or ignored. Contact with other cultures is therefore perceived as a risk factor for own cultural manifestations and supremacy (Richardson, 2001).

3. METHODOLOGY

In this section decisions made on data collection are discussed and aspects such as research approach, design used, instruments and techniques chosen, data collection procedure, target group description, and triangulation method are described in detail. The first step taken towards gathering of data was deciding which research approach would facilitate answering the questions put forth by the problem statement. After a thorough analysis, it was decided that in order to address main research questions a qualitative approach with an ethnographic case study design would best adjust to research projects needs and constraints taking into account that it was necessary to address issues within context where teaching took place and where students and teachers were performing.

It is important to highlight that the qualitative research approach according to Ridder and Hoon (2009) is considered an “umbrella term” that should be seen as a multidimensional and pluralistic set of parameters that draw from a diverse number of tools and techniques for the collection and analysis of information. In addition, Stein and Mankowski, (2004) asserted that the qualitative reflects an underlying philosophy that promotes a better understanding of individual diversity while valuing connotation of social contexts. Moreover, they affirmed that qualitative research emphasizes the need of direct experiences as a way of collecting and of recording first-hand information. They also argued that it enables analysis of human behavior in its own natural settings, thus, providing a more in depth understanding of contextual factors that may boost or ban sample group’s behaviors and actions (Stein & Mankowski, 2004). The importance that the qualitative research approach provides to natural settings is also pointed out by Trickett (cited by Stein & Mankowski, 2004, para. 1) when he affirmed that human behavior in a natural setting is none predictive, it is unique, and authentic, rendering therefore, a more

realistic and experience based data. In the same way, Brinkman, Emholt, and Kraft (2008) have added that qualitative research implies compromising to the daily analysis of the target group or individual, with the purpose of experiencing their actions upon the world, as opposed to a limited and control version of study. However, it is recommended that researchers using the qualitative approach step away of trying to convey meaning out of factual data and instead focus attention on participants' impressions and interpretations of events as suggested by Bell (2005).

Regarding size of sample groups, the qualitative research approach facilitates working with smaller samples as explained by Vishnevsky and Beanlands:

Rather than choosing a sample that is representative of a given population, as in quantitative research, qualitative researchers are concerned with including only those participants with rich experiences in the phenomenon of concern. The sample size is rarely predetermined (2004, p. 1).

Similarly, Coleman, Gruo, and Simms (2007) considered that a sample's group input is as relevant and as reliable as their direct involvement with phenomenon being studied.

3.1. Ethnographic case study

The case study design as Bromley (cited in Zucker, 2009, para.1) described it, is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest". Bell (2005, p.10) added that a case study design is "... a means of identifying key issues which merit further investigation...". The case study design with its flexible approach does not limit researcher to a specific set of people or contexts. According to Villardi (2003), case studies can be carried out on whole institutions or on just one individual.

However, a relevant aspect of a case study design is the selection of the participants for they are a source of primary information. Woodside (2010) claimed that a case study design should focus mostly on comprehending participants on the level of emotions, actions, and types of interactions manifested in specific settings. In the same terms, Gillham (2010) emphasized that observers need to record all possible contextual variants that could be a determining factor in participants' behavioral patterns. An observation in the words of Moeran (2005) seeks to analyze what goes on in a group's everyday lives with the intention of portraying group in an accurate way. Observations according to him should frame all social behaviors based on group activities carried out with the purpose of facilitating interpretation of group's interactions, since each frame poses new roles for participants with new attributions and status (2005). On the type of techniques case study uses to collect data, McLeod (2008) emphasized that the case study design enabled the gathering of data through a number of varied techniques among which were direct observations and different types of interviews.

All of the above made of ethnographic case study design the best option for this research study.

3.2. Target group

The target group was composed of fifteen fifth grade students and six primary teachers of which three taught subjects in Spanish and the other three taught subjects in English. This group of students were selected due to the time that they have been in contact with the teaching and socialization of the foreign culture, which adds up to 4 years for a few of the participants and to seven years for the most of them. Of the fifteen students, eleven have been in the school since

nursery and four came from other bilingual schools. Most of these students have travelled to the United States during vacations and have access to the new technologies. Regarding home contact with the second language, the coordinator explained that only three of the fifteen pair of parents had some basic knowledge of the target language, although the rest had expressed at some point that they would like to learn it. This group of students knew each other outside of school perimeters and had met in different occasions at birthday parties and other type of celebrations.

Regarding the group of teachers, it was conformed of three English teachers and three Spanish teachers. One of the teachers was a native English speaker who has been living in Colombia for over twenty years and who has been working with the school for over fifteen years. This teacher at the time of the research study was teaching language arts, which is the subject with the most teaching hours, however, she had taught throughout all primary grades different subjects according to school's needs. The other two bilingual teachers have travelled to the United States in different occasions, one of them learned English in a bilingual school and the other learned the second language as an adult. Of the Spanish subject teachers, none of the three spoke the second language and none of the three had travelled abroad.

3.3. Instruments and techniques

The selection of the instruments and techniques to be used for the research study was based on the type of data that needed to be collected, on the specific settings where information was to be sought, and on the constraints and limitations confronted with. After a thorough analysis of all variants, three techniques were chosen: observations accompanied of field notes,

semi-structured interviews, and document revision. These techniques provided a varied selection of data from different settings, persons, and official documents.

3.3.1. Observations

The observation technique was chosen due to its functionality and reliability. Gillham (2010) pointed out that “The overpowering validity of observation is that it is the most direct way of obtaining data” (p.46). Moreover, observation technique is highly recommended in the educational field as indicated by Anderson and Burns (cited by Waxman, Tharp, and Hilberg (2004, p. 3) when they attested that observations provide concrete and situated data where student and teacher interactions are framed in realistic settings, making therefore, observations within the school an essential exercise in the educational research field. Furthermore, Jha (2008) highlighted the reliability of observations when he suggested that in order to capture real interactions, participants needed to be in authentic settings, where roles played were acted out in a natural and contextualized stage, contrary to what would happen in a research study with a positivism frame of work. However, Gilham drew attention to two major constraints of observations, which are observer’s subjective interpretation of data and modification of normal class development caused by presence of observer. Therefore, he recommends the observer to inquire upon possible changes manifested on regular class development that might have been generated by observer’s presence and suggests that an attentive and self-aware attitude should be developed when analyzing and interpreting data collected (2010).

For the data gathering process ten class observations were carried out of which only six provided data related to research objectives. Of the ten classes, five were of language arts, three

of mathematic, one of Spanish, and another of Colombian social studies, being the last two in Spanish. All of the classes lasted forty-five minutes each.

Other observations were also carried out around school grounds at different times throughout the day with the intention of observing casual interactions between participants in different school settings. Recess breaks were observed during a two-week time span, a whole section activity, and casual encounters when student went out of the classroom during classes.

3.3.2. Semi structured interviews

Semi-structured interviews were added to the techniques for data collection due to its characteristics which offer participants privacy and the possibility to express own opinion on matter of discussion, while providing face-to-face information related to facial and body gestures. Semi-structured interviews with its use of spoken language as the main medium of data gathering , contributed to a better understanding of how students perceived foreign and mainstream culture. Language as suggested by Engle (2005) is a window to children's interpretation of experiences and of the world; furthermore, she argued it assists reflection upon it by providing discourse structures. Other potential benefits of the semi-structured interview are pointed out by Denscombe (2003) when he asserted that semi-structured interviews facilitate interviewer follow up on source of data, management of interviews in a more controlled way, guidance on subject of discussion and a more in depth approach on topic, as understood when he expressed:

Another advantage is that the opinions and views expressed throughout the interview stem from one source: the interviewee. This makes it straightforward for the researcher to locate specific ideas with specific people. A third advantage is that the one-to-one

interview is relatively easy to control. The researcher only has one person's ideas to grasp and interrogate, and one person to guide through the interview agenda. (p. 175).

For the research project students and teachers were interviewed twice, being questions in second interview rephrased or completely changed with the intention of getting answers that would provide an insight into research problem. Therefore, a total of forty-three interviews between teachers, students, and coordinator were applied, of which only twenty two, provided useful information on research problem. The first interview applied to students was carried out in the coordinator's office under her supervision and the second interview was carried out in the counselor's office. Language used for student interviews was English, since one of the research objectives sought to determine to what degree learners were using foreign language cultural markers such as expression and idioms. The assigned time for student interviews were five minutes for the first interview applied and eight minutes for the second interview carried out. Regarding teacher interviews these were carried out in the language of the subject teachers taught, three of them in Spanish and the other three in English. Time assign for these interviews were fifteen minutes and they were carried out during teachers' free periods. The coordinator was also interviewed in her office, in English, with an available time of thirty minutes.

In the tables 1, 2, and 3 interview questions applied to students, teachers, and coordinator are presented.

Table 1

Student Semi-Structured Interviews

Specific Objective 1: Examine how learners perceive differences and similarities between own

culture and foreign one.

Questions:

1. Why are you learning English?

Question justification: analyze if learners seek L2 as an instrument or as an ideal.

2. From where is the English that you are learning?

Question justification: determine if they associate L2 with a specific country, hence, a specific culture.

3. What do you know about that country?

Question justification: Analyze if they identify and highlight some of the major similarities or differences between foreign and own country.

4. What similarities or differences can you find between that country and your own?

Question justification: Identify if learners recognize and discriminate each country's overall shared cultural characteristics

5. Do you think it would be easy for you to live in that country?

Table 2

Teacher Semi-Structured Interviews

* First group of questions sought to determine teacher beliefs as a mean of detecting possible bias on interpretation of student behaviors.

Questions:

1. How would you define the Colombian culture?
2. How would you define the culture of the second language?
3. Do you think it is important to teach culture of second language? Explain.

Specific objective: 1. Examine how learners perceive differences and similarities between own culture and foreign one.

Questions:

4. How do you think students see foreign culture?
5. How do you think students see own national culture?

Specific objective 2: Establish to what degree learners use foreign cultural markers within school grounds.

Questions:

6. From what you have observed, at what times and moments throughout the day do students use English to communicate?
7. Do you think or know for sure if students practice within school grounds values or beliefs of second language culture?
8. Can you determine the dominant language here in school? Explain.
9. Which culture has more presence here in school: culture of second language or mainstream one? Explain

10. With which culture do you think students identify themselves more, Colombian or North American? Explain.

Table 3

Primary Section Coordinator Semi-Structured Interview

Objective 4: Characterize how the school community perceives status of foreign culture

1. How does the PEI portray teaching of second language? In what terms?
2. Does the PEI establish level of second language proficiency expected from students?
3. Are cultural goals mentioned in the language curriculum?
4. How many foreign and national holiday celebrations are carried out throughout the school year? Which ones?
5. What subjects are taught in English and which ones in Spanish?
6. Of the English speaking staff how many are native speakers, how many studied in bilingual schools, how many learned English as an adult?
7. Of the English staff how many have lived or spent short periods of time abroad?
8. Of the administrative staff how many are native speakers? How many are bilinguals that have lived abroad?
9. Apart from holiday, celebrations what other type of activities are carried out in the second and in the first language
10. Daily schedule: how many hours on a weekly basis do students spend in English subjects?

3.3.3. Documents And Records

Pertinence of document analysis is pointed out by Gillham (2010) when he asserted that Institution's document revision is part of the case study design and its significance rely on its connection to research questions in terms of what is stated in documents versus what is observed in the context. Documents seek to establish a reality based on specified objectives that may or may not be congruent with what is actually taking place. Gillham emphasized this aspect and asserted that documents rarely portrait reality, but instead show an ideal situation that serves the purpose of satisfying clients' expectations (2010). Baring this in mind, a revision of the institution's official and non-official documents was assumed with the intention of analyzing how institution portrayed second language learning process and which were the ultimate goals related to it. More so, it was expected to find some sort of indicators that might illustrate foreign culture's status within the school grounds.

In Table 4 a summary of the techniques and instruments used in the research study are presented.

Table 4 <i>Instruments And Technique Table</i>		
Research Instruments and Techniques	Instrument and Technique Objectives	Research Objectives
Teacher semi- structured	Inquire upon:	1. Establish to what degree learners use foreign cultural

interview	<ol style="list-style-type: none"> 1. Degree of use of foreign cultural markers by students 2. Which culture manifests the most in school ground scenery 	<p>markers within school grounds.</p> <ol style="list-style-type: none"> 4. Characterize how the school community perceives status of foreign culture
Coordinator semi-structured interview	<p>Enquire upon:</p> <ol style="list-style-type: none"> 1. Degree of use of foreign cultural markers by students 	<ol style="list-style-type: none"> 2. Establish to what degree learners use foreign cultural markers within school grounds.
Student semi-structured interview	<p>Inquire upon:</p> <ol style="list-style-type: none"> 1. How do students assess foreign and mainstream cultures 	<ol style="list-style-type: none"> 1. Examine how learners perceive differences and similarities between own culture and foreign one. 2. Establish to what degree learners use foreign cultural markers within school grounds.
Observations:	<p>Observe:</p> <ol style="list-style-type: none"> 1. How do students assess foreign and mainstream cultures 2. Degree of use of foreign 	<ol style="list-style-type: none"> 1. Examine how learners perceive differences and similarities between own culture and foreign

	<p>cultural markers by students</p> <p>3. Identify to what degree learners prefer to use the target language instead of mother tongue.</p> <p>4. . Characterize how the school community perceives status of foreign culture.</p>	<p>one</p> <p>2. Establish to what degree learners use foreign cultural markers within school grounds</p> <p>3. Identify to what degree learners prefer to use the target language instead of mother tongue.</p> <p>4. . Characterize how the school community perceives status of foreign culture</p>
Revision of official documents	<p>4. Characterize how the school community perceives status of foreign culture.</p>	<p>4. Characterize how the school community perceives status of foreign culture.</p>

3.4. Data Collection Procedure

The first data collection techniques used were class observations, which were scheduled within a tentative two-week period. First class observations carried out were language arts. This decision was made taking into account that this teacher had been working with the school for many years, is native English speaker, has the most teaching hours, and has therefore, interacted for longer periods of time with most of school's students. The assumption is that this teacher due to her ample work experience in this school portrays somehow attitudes and perceptions held on

mainstream and foreign culture and may know students better than other teachers who spend less time with them. The objective sought to determine what type of cultural related messages were being transmitted to students and if they were being transmitted in explicit and or non-explicit ways. Additionally, observations sought to examine to what degree students might have adopted foreign cultural markers and if they were positioning foreign culture above mainstream one.

On the first day of class observations, the observer sat at the back of the classroom with voice recorder on. However, as expected students were immediately distracted and kept looking back and making comments among themselves. On the second day, due to signs of student distraction and with the intention of collecting visual data related to body and facial gestures observer decided to put up a video recorder and leave the classroom. After classes, the teacher expressed that when being alone; she had totally forgotten about the video recorder and had been able to develop her class in her regular way. Therefore, in the following days, the observer decided to leave the room at the beginning of the class, leaving recorder turned on. Observer would return to the classroom ten minutes after classes had begun point at which students and teachers were fully engaged and seem to ignore observer's presence. After observing a complete unit in language arts classes, the observer requested permission to observe additional subjects with the intention of exploring even more teachers' and students' attitudes and perceptions towards both cultures. By the end of the second week a total of ten classes had been observed: five in language arts, three in math, one in Colombian social studies, and one in Spanish classes.

The following phases in data collection were students and teachers semi-structured interviews. The semi-structured interviews demonstrated to be pertinent and congruent with research objectives, for it allowed and facilitated student's personal statements and opinions on a number of questions in a non-threatening context. Although, interviews were short in

comparison to lengthy questionnaires used by other techniques, they proved to be time and format adequate. Two interviews were applied to students within a month's distance. The first interview was carried out a week after class observations had started this with the intention of allowing students to become familiar with observer before the interview. The second interview was conducted after class observations had finished and while observation of school context was still taking place. The interviews were short and concise, since the coordinator had explained these would take place during recess breaks and available time was five minutes per student. First interviews were conducted in the coordinator's office, three students per day until the fifteen students had been interviewed. The second interview took place in the counselor's office and this time two students were interviewed simultaneously and time available was extended to eight minutes. Interview questions aimed at exploring how students perceived foreign culture. Teacher interviews were applied to three Spanish teachers, to three English subject teachers, and to the coordinator. Interviews were carried out during teacher's free periods with an available time span of fifteen minutes per teacher; these last interviews were carried in the coordinator's office.

Observations of activities outside of the classroom as well as of the surrounding context within school grounds were the third phase of data collection. The intention was to look for further support for data gathered during interviews and class observations. Special attention was put on determining which language was promoted and expected to be used by students in less regulated school environments, such as hallways, recess time, and library. It was intended to examine to what degree students had adopted foreign cultural idioms and expressions in their daily casual interactions with teachers and peers. Another relevant aspect that had to be analyzed

was information displayed throughout the school and any other cultural manifestation promoted by the school or being adopted by students.

The objective was to establish to what degree students were incorporating foreign cultural markers into their casual and daily interactions with peers and teachers. Also it was intended to revise to what extend foreign cultural markers dominated the scenery through exhibition of artifacts, national foreign symbols, posters, and any other element. These observations took place an approximated time of three months during which two whole section activities were observed. The final step in data collection was revision of school's official documents. Access to documents was provided and supervised by the coordinator and it was carried out in her office. Documents revised were: School's P.I.E and the language arts curriculum.

3.5. Data Analysis Procedure

The data analysis was assumed from a bottom up approach. The intention was to find, classify, and interpret information gathered on students' school daily behavior, perceptions held by participants on foreign and mainstream culture, and data on how the school managed, promoted, and established position of foreign culture within school grounds. Once data was gathered and transcribed it was necessary to create a list of categories that would facilitate classification of information gathered.

The development of these categories underwent numerous tryouts. Finding the proper codes that would answer specific questions established took time. Finally, different sets of categories related to assessment, behaviors, and data displayed were selected since the main objectives were to determine how students and teachers perceived and compared foreign and mainstream culture, what cultural markers students used, and how school positioned both

cultures. Categories for objectives number one and three focused on describing teacher and student perceptions on both cultures. Categories for objective two focused on discriminating use of foreign culture markers by students and language preferences. Categories for objective four sought to determine how foreign culture was positioned within school context. The categories were coded with colors as a way of facilitating the tabulation of them for data analysis process. In the table below (Table 5) the categories, indicators, and justification are presented.

Table 5

Categories, Indicators, and justification

Research objectives:

1. Examine how learners perceive differences and similarities between own culture and foreign one.
3. Analyze how teachers perceive foreign and mainstream culture.

Category 1.1.: Perceptions on cultures

Category justification:

This category sought information on how participants perceived both cultures in terms of similarities and differences and on how positively or negatively they assessed each of them.

Being aware of similarities and differences between own culture and foreign ones is one of the intercultural skills language teaching seeks to develop. Sercu (2005) and by Mindess (2006) coincide in affirming that it is important for language learners to become aware of other worldviews in order to develop intercultural skills. Therefore, if participants denoted cultural

awareness, then risks of threat upon learners' cultural identity diminished.

1.1.1.

Perceives foreign culture positively

1.1.2.

Perceives foreign culture negatively

1.1.3.

Attributes extra values to foreign culture

1.1.4.

Attributes extra values to mainstream culture

1.1.5.

Diminishes foreign culture

1.1.6.

Diminishes mainstream culture

1.1.7.

Attributes values to both cultures

1.1.8.

Perceives both culture as different

1.1.9.	
Perceives both cultures as similar	
1.1.10.	
Perceives affinity with foreign culture	
<p>Category 1.2.: Positioning of foreign culture</p> <p>Category justification:</p> <p>This category sought information on what culture seem to dominate school scenery and if foreign culture was perceived as an instrument instead of as an end.</p> <p>Relevance of discriminating which culture participants thought dominated school context is illustrated by Rai and Panna (2010) when they affirmed that culture promotes group's cohesion, organization, and members' recognition and more importantly it has the power of defining individual's world by influencing specific behavioral and cognitive patterns.</p> <p>Richardson (2001) also explained importance of culture when he stated that it permeates every single human interaction and has a cohesive function that keeps group members together, giving individuals a sense of shared reality, a sense of togetherness, and of commonality.</p>	
1.2.1	
Considers foreign culture as instrumental (E)	
1.2.2.	
Considers foreign culture as an end (become part of it)	

1.2.3.
Perceives foreign culture as dominant
1.2.4.
Perceives mainstream culture as dominant
1.2.5.
Perceives both culture equally
<p>Research objective 2. Establish to what degree learners use foreign cultural markers within school grounds.</p>
<p>Category 2.1.: Dominant language</p> <p>Category justification:</p> <p>The intention of this objective was to determine how and when students were using target language..</p> <p>The importance of language preferences is discussed by Simpson (2010) who argued that language withholds specific symbolic meanings that function as a bounding element between individuals and within communities. In like manner, Salomone (2010) suggested that individuals use language as an intra-group code to represent similar patterns of ideas, attitudes, values, and even prejudice and it is used as well to reject outsiders, and to position self and others in a shared context.</p>

2.1.1.

Spontaneous use of L2

2.1.2.

Instrumental use:- Uses L2 only to respond upon inquiry

2.1.3

Uses L2 for self-instruction

2.1.4.

Mother tongue overrides L2

2.1.6..

Mother tongue interference when using L2 (E)

or lacks vocabulary

2.1.5.

L2 interference when using mother tongue (E)

Category 2.2.: Degree of adoption of foreign concepts and symbols

Category justification:

This category had the purpose of examining to what degree students were using foreign symbols and expressions since these are signs of cultural values which once adopted can influence individual's view of reality.

Domyei, Csizer, and Nemeth (2006) asserted that foreign languages learners used and learned faster a foreign language based on how language was perceived in terms of identity. The higher a status a language was granted, the more prone they were to use it. Salomone (2010) also explored the correlation between language and identity. She affirmed that bilinguals switch languages based on cognitive and emotional factors and how it was perceived.

2.2.1.

Uses foreign expressions spontaneously

2.2.3

Uses c2 references spontaneously (E)

2.2.4.

Uses c1 references spontaneously

Research Objective 4:

Characterize how the school community perceives status of foreign culture.

Category 4.1 Position of foreign culture in official documents

Category Justification:

This category aimed at identifying how the school portrayed foreign culture and if documents granted it with a higher status than mainstream culture. Importance of document revision is explained by Gillham (2010) who considered document revision a part of the case study design. He argued that its significance rely on its connection to research questions in terms of what is

stated in documents versus what is observed in the context.	
4.1.1	
C2 profiled as very important in PEI	
4.1.2.	
Curriculum emphasizes need of empowering foreign cultural markers and context	
<p>Category 4.2.: Foreign culture contextual manifestations</p> <p>Category justification:</p> <p>The objective of the category was to discriminate what culture manifested itself the most in school context, since according to Rapaille (2006) culture with its meaning making system has the capacity of conditioning our behaviors and actions at an unconscious level. That is we are led into behavioral and cognitive patterns by contextual cues without being aware of it.</p>	
4.2.1.	
Foreign national symbols displayed throughout school grounds	
4.2.2.	
Target language is mandatory outside of classroom: snack stand, library, secretary	
4.2..3.	
Foreign cultural celebration favored over mainstream celebration	
<p>Category 4.3.</p> <p>Foreign culture transmission agents</p>	

4.3.1. Teacher staff has a larger number of foreign native speakers
4.3.2. Bilingual staff has live for long periods in country of target language
4.3.3. Coordinators are native foreign language speakers
4.3.4. Headmaster is a native foreign language speaker

After this step and once all data were coded into different categories, it was necessary to design a format that would facilitate its analysis. The objective was to display various aspects of data collected in order to facilitate revision and confirmation of results. The first format designed was one for students and teacher's class observations, which after a few tryouts a final satisfying design emerged. Form 1 had five columns classified into: settings, indicator found, evidence, turn taking, and observer's interpretation of event. A sample of table described is shown below.

Table 6 <i>Class Observation Analysis Layout</i>				
Settings	Indicator found	Evidence	Turn taking position	Observer's Interpretation

This table allowed instant positioning of where the evidence was in relation to class observed and turn taking sequence. In addition, the visual design simplified revision and confirmation of analysis taking place.

The following step was designing a form for the semi-structured interviews where evidence could be displayed along with data on who was answering the question, and which question number was being answered, this with the purpose of facilitating revision and confirmation of analysis process. However, the design of the semi-structured interview form for its analysis demonstrated to be more complicated, than expected. Several formats were designed where analysis aimed at answering different objectives or concepts, but which did not classify in an efficient manner data collected. Finally, the best option resulted in the classification by categories, where different slots had a category with their indicators and all sample evidence were placed by it with additional columns where teacher answering the question was numbered along with question being answered. Following is the table's sample.

Table 7 <i>Semi-structured Interview analysis layout</i>				
Category / Indicator	Question	Teacher answers	Evidence	Observer's interpretation
	1	T. 1		
		T. 2		
		T. 3		

4. RESULTS

In this chapter, results of data gathered are presented according to participant input, observations, and document revision. Data was analyzed based on the different categories created, which are based on research questions. Data results presented in the following tables include: semi-structured interviews applied to students, teachers, and coordinator. Observations carried out on students, teachers, and context, and revision of school's official documents.

4.1. Students results:

Data rendered information on student's perceptions on foreign culture in terms of cultural awareness, affinity with both cultures, consciousness of reasons for learning the target language, and signs of self-identity with both or either culture

4.1.1. Student observations:

The table below (Table 8) present data collected during a two- week time span of class observations. Five class observations of language arts and one of Spanish. The rest of classes observed were not included for they did not provide research related data.

Table 8

Student class observations

Research Question 1: How do learners perceive differences and similarities between own culture and foreign one?

Category 1.1.:

Perceptions on cultures: Values attributed- are Cultures belittled or degraded- Signs of

affinity-- Signs of rejection-- Perceives both cultures as different

Results for language arts and sociales: During language arts and sociales classes no specific comments or assessments on either culture were heard or observed. Overall all students' expressions were context and content situated, which led observer to belief that the presence of both cultures is harmonious and well accepted by students and teachers.

Category 1.2.:

Positioning of foreign culture: Instrumental view of foreign culture- Gives equal status to both cultures- -Positions mainstream culture as dominant- -Positions foreign culture as dominant

Results for language arts and sociales classes: During language arts and sociales classes no specific comments or assessments on either culture were heard or observed. Same impression as previous category.

Research Question 2: To what degree do learners use foreign cultural markers within school grounds

Category 2.1.:

Dominant language (used)

Spontaneous use of L 2- Self-talk- self –instruction- L 1 interference when using L 2 -L 2 interference when using L 1- L 1 overriding L 2 - L 2 overriding L 1

Results for language arts classes: During the five days of class observations, students used spontaneously the target language 22 times. Samples are presented below:

Observation 1:

Context:

Teacher inquiring upon lesson, moving from one end of the board to the other

Students answering lead questions

Turns	Speaker	Discourse
25	T	<p>Earth..very good!</p> <p>Ok..now among the spelling words....can you tell me what spelling words do you see that belong with bio?</p> <p>here (points to the board)</p>
26	St	Biography
27	T	<p>Ok, very good.</p> <p>Jose can you go to the board and write it?</p> <p>What word that has to do with the study of life goes there?</p> <p>What other word?...</p>

		look at your spelling book.. Words that have to do with life?
28	St	Miss...you forget metro.. (referring to previous vocabulary reviewed

Observation 2:

Context:

Teacher walks in , looks around...seems to be checking on something

Students seem to be unaware of teachers' presence...a few walking around...others checking their school belongings. Teacher stands behind her desk....and stares at group

Turn	Speaker	Discourse
2	St 1.	Miss....ya yo estoy listo!
3	St 2	Ya voy! Ya voy!
4	St 3	Miss! What do we have for today?

Observation 2:

Context:

Teacher has given classwork instructions. Activities require that students cut a piece of

paper into strips and write a sentence on it.

Turn	Speaker	Discourse
74	T	Hurry up...yes ...you may start!
75	St 4	Una sentence miss?
76	T	yessss...write a sentences using the past perfect tense verb (said slowly) one.....only one!
77	St 2	Who needs paper?

However, during students' interaction in the target language, interference of the mother tongue was counted 27 times.

Observation 2:

Context.

Same activity as previously described. Teacher asking students to engage in a classwork

Some students went to their lockers, other to a classmate's desk...they all seem to be getting the piece of paper

Turn	Speaker	Discourse
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71	Sts	Yes miss!....yo tengo.. miss, miss! Murmuring from a number of voices
72	St 3	Ey, si quieres yo te doy...mira asi cortalo.....miss..... (in low voice tones st exchanging words)
73	T	A piece of paper you can scribble on... ok this is what you are going to do....
74	Sts	Murmuring....
75	T	who doesn't have paper? ok, you're going to write a sentence...with clear hand writing...clear penmanship..... you 're going to write me a sentences, alright?...using the past perfect tense verb...ok?
76	St 2	bueno miss...
	T	Hurry up...yes ...you may start!
	St 4	Una sentence miss'?

In similar way, it was noticed that the target language was used twice for self-instruction.

Observation 1:

Context:

Teacher walked in, greeted students, sat down in front of her desk and began to look into her notes and laptop.

Students began to organize themselves for LA class.

Turn	Speaker	Discourse
2	St	This is grammar...more than you know... the other thing...you need to copy...

Observation 3:

Context:

Topic discussion on famous people

Turns	Speaker	Discourse
103	T	Yes, from an early time.....he was immortalized....Aquile was immortalized....immortalized because he was a warrior...a famous warrior....and he didn't follow any king.....he followed his own beliefs.....very good! Very good Christina!

		Gonzalo...
104	St 8	Elvis...
105	T	Elvis Prestley!
106	St 13	I was going to say...(indistintive)

Results for Sociales class: During sociales classes it was observed that the target language was not used in any form and that it did not interfere when students were using the mother tongue.

Category 2.2.:

Degree of adoption of foreign concepts and symbols

Use of L 2 expressions- -Use of L 2 references- Use of C 2 artifacts

Results for language arts classes: Data gathered established that in 7 different occasions students used foreign cultural references when participating in lesson discussion as shown is samples.

Observation 3:

Context:

Topic discussion on famous people

Turn	Speaker	Discourse
98	St 3	Michael Jackson!
99	T	Which other one?
100	St 11	The troya.....the movie....aquile!
101	T	Aquiles..very good! Now where did Aquiles come from...from this era...or from early times?
102	St s	Early time!
103	T	Yes, from an early time.....he was immortalized....Aquile was immortalized....immortalized because he was a warrior...a famous warrior....and he didn't follow any king.....he followed his own beliefs.....very good! Very good Christina! Gonzalo...
104	St8	Elvis...
105	T	Elvis Prestley!
106	St 13	I was going to say...(indistintive)

107	T	<p>Elvis has left the building.....</p> <p>Let's see....who else?</p> <p>Nathalie, you're in a corner...</p>
107	St 13	Uhmnnnnnn.....miss I don't know...
108	T	<p>You don't now?</p> <p>Ok</p> <p>Echeverria?</p>
109	Sts	Muttering something....
110	T	What?
111	St. 4	Marilyn...(barely audible)
112	T	<p>Marilyn...Marilyn Monroe!</p> <p>Why is she considered an immortal person?</p>
<p>Data also showed that students used twice mainstream references during the English subject class.</p>		
<p>Observation 3:</p> <p>Context:</p>		

Topic discussion.		
Teacher led discussion: Ahmmmm.....what rituals have you witnessed or have you participated in? Specially now....I mean....let's try someone...		
Turn	Speaker	Discourse
65	St 9	In the...ehhhmm...how do you say iglesia?
66	Sts	I know! church!
67	St 9	Like in the church... they do...rituals...for God...
68	T	They do rituals for God...
69	St 9	The holy week
70	T	Ok..but describe them to me...what are the rituals?
71	St 3	Religious...
72	T	Yes...but talk to me about these religious ceremonies
73	St 9	They....ummmmmmm
74	T	What is the objective of the ritual?
75	St 9	The ceremony of the light...

Regarding foreign expressions, 2 were used of which 1 was used twice.

Observation 5

Context:

Topic discussion on famous people and getting students ready for a reading activity.

Turn	Speaker	Discourse
27	T	Or something so famous....that they are remembered for very long time...and the last...but not the least....reinforces.... To add additional strength and support...
28	St5	To
29	T	To add...like addition....to add additional strength and support...
30	St6	(Someone Sneezed)bless you!
44	St4	Ayyyyy....miss
45	T	Yes, I have requested the youngest...but now it's the shortest
46	St 5	Ayy...miss
47	T	Ok, then let's start with the tallest and then we'll continue with the shortest First I'm going to out the cd on for the first 2 pages....because I want you to hear the model reading....and then we are going to

		have read...and then the model cd....alright?
48	St 9	Oh god!
Results for Sociales class: Evidence showed that no foreign expressions or foreign references were used during this class		

4.1.2. Students interview

Semi-structured interviews sought to determine how students perceived foreign culture, what values or characteristics were attributed to both or either culture and if they were aware were of possible cultural differences. The following table (Table 9) displays results found.

Table 9
<i>Student Semi-structured interviews</i>
Research Question 1: How do learners perceive differences and similarities between own culture and foreign one? Category 1.1.: Perceptions on cultures Values attributed- are Cultures belittled or degraded- Signs of affinity-- Signs of rejection-- Perceives both cultures as different

Results: Semi-structured interviews, which were carried out in the target language, evidenced that all 5th grade students compared mainstream and foreign culture as different. The most highlighted differences they mentioned were celebrations and cultural values as shown in samples below.

Question 3: What do you know about that country?

St. 3: They celebrate many holidays that we don't celebrate

St. 4: They pay more attention to the president and things like that, like history things.

St.5: Liberty is important and history

Question 4: What similarities or differences can you find between that country and your own?

St. 8: Celebrations are different. In Colombia we have ratoncito Perez and in the States it's the fairy godmother. We have niño dios and they have Santa Claus.

St. 9: They have celebrations that we don't celebrate, like St. Patrick's

St. 14: Different. They speak English all the time, there is winter.

However, one of the students at one point of the interview expressed that they were similar.

Question 4: What similarities or differences can you find between that country and your own?

St. 2: Alike.

Conversely, although all students discern differences between both cultures, they do not assess foreign culture negatively. Furthermore, almost all of the students denoted a sense of affinity with foreign culture, which was visible when tagged as easy to adjust to if having to move over there.

Question 5: Do you think it would be easy for you to live in that country?

St. 3: Easy, but difficult at the same time. I speak English

St. 5: Easy because I know English

St. 12: Easy because I adapt

In addition 2 students explicitly expressed words of admiration towards foreign culture.

Question 3: What do you know about this that country?

St 2: It is an interesting country. It's an important country.

St. 4: It's a wonderful city

Question 5: Do you think it would be easy for you to live in that country?

St. 4: easy. It's a wonderful city.

Category 1.2.:

Positioning of foreign culture: Instrumental view of foreign culture- Gives equal status to both cultures- -Positions mainstream culture as dominant- -Positions foreign culture as

dominant

Results: Information rendered by data indicates that all students view target language as an instrument to be used when travelling, to study, or simply because it is important to know it. Foreign language is considered a tool to access other contexts.

Question 1: Why are you learning English?

St. 3: To travel to Las Vegas

St.4: To study

St.5: Because it's important to know English.

Research Question 2: To what degree do learners use foreign cultural markers within school grounds?

Category 2.1.:

Dominant language (used)

Spontaneous use of L 2- Self-talk- self –instruction- L 1 interference when using L 2 -L 2 interference when using L 1- L 1 overriding L 2 L 2 overriding L 1

Results: During the interviews, which were carried out in the target language, 3 of the students denoted interference of the mother tongue when using target language.

Question 2: From where is the English that you are learning?

St. 1: Los Estados Unidos

St.9: Estados Unidos

Question 4: What similarities or differences can you find between that country and your own?

St. 3: Different, they have different **creencias?** Beliefs, they speak another language.

Category 2.2.:

Degree of adoption of foreign concepts and symbols: Use of L 2 expressions- -Use of L 2 references- Use of C 2 artifacts

Results: During interviews students did not display use of any foreign cultural expressions or references.

4.1.3. Student observation outside of classroom

Student's interactions outside of classroom were observed with the purpose of analyzing behavioral and language patterns in a less constraint setting and less obvious observed situation. Once again the purpose was to determine how students perceived foreign culture, and to what

degree they might have been using foreign cultural markers. Results of students' casual interactions outside of classroom are presented in Table 10.

Table 10

Student observation outside of classroom

Research Question 1: How do learners perceive differences and similarities between own culture and foreign one?

Category 1.1.:

Perceptions on cultures: Values attributed- Are Cultures belittled or degraded- Signs of affinity-- Signs of rejection-- Perceives both cultures as different

Results: Interactions and behaviors during recess did not evidence any explicit type of information on how students perceived and compared both cultures.

Category 1.2.:

Positioning of foreign culture: Instrumental view of foreign culture- Gives equal status to both cultures- -Positions mainstream culture as dominant- -Positions foreign culture as dominant

Results: Interactions and behaviors during recess did not evidence any explicit type of information on how students positioned either culture.

Research Question 2: To what degree do learners use foreign cultural markers within school grounds

Category 2.1.:

Dominant language (used): Spontaneous use of L 2- Self-talk- self –instruction- L 1 interference when using L 2 -L 2 interference when using L 1- L 1 overriding L 2 L 2 overriding L 1

Results: Data collected revealed that during recess and casual encounters outside of the classrooms, students communicated in Spanish among themselves. However, English subject teachers used the target language to address them, but students answered in Spanish and teachers accepted answers without pressuring them to switch languages.

However, a couple of times, a teacher reminded a student to use the second language to respond.

1. T. Johnathan where is your bathroom pass?

St. Miss no lo tengo.

T. Where is your bathroom pass? (used a stronger voice tone)

St. In the classroom miss, sorry I forget.

2.T. Do me a favor, please go and ring the bell.

St, Queque miss?

T. **Please go and ring the bell!** (stressed the word ring and pointed to the bell)

St. **ah ya, ring the bell. Ok miss!**

Category 2.2.:

Degree of adoption of foreign concepts and symbols

Use of L 2 expressions- -Use of L 2 references- Use of C 2 artifacts

Results: No specific foreign expressions were heard and no specific foreign cultural markers were discriminated around school grounds, except for a USA flag at end of primary section hallway.

4.1.4 Student results conclusions

Results suggest that students have not adopted foreign cultural markers in a consistent way, although, foreign cultural references were used a few times during language arts classes as well as foreign expressions a couple of times. It can be assumed that use of these markers was due to topic being discussed and to the setting were target language with its cultural set of meaning predisposes learners to activate and use foreign expressions and references which are taught explicitly and implicitly through the different English subjects since texts used are imported. This assumption is furthermore, supported by the fact that during the sociales classes students at no point made any use of foreign references or expressions. In addition, it is important to remember that during language arts classes there was multiple interference of

mother tongue while in Spanish classes students did not manifest target language interference. Regarding contextual factors, once again during recess students switch back to mother tongue and did not show any specific sign of having adopted foreign cultural markers.

4.2. Teacher results

Data gathered from English and Spanish teachers aimed at exploring how they assessed and felt about cultures, how they evaluated foreign culture in terms of the role it played in school context, the degree of its presence within school grounds, and how they perceived that students felt about it. Relevance of information is based on the decisive role teachers play in students' learning attitudes and on the role they play as part of the foreign and mainstream cultural manifestations the school has adopted. Their presence and actions within school ground is a permanent reminder of the different cultures the school brings to students and their perceptions have a very high percentage of probability of being transmitted to learners

4.2.1. Teacher observations

Observations of language arts classes and of the sociales classes seek to establish if teachers at some point promote or denote attitudes or language that might position foreign culture above mainstream or that may generate in students hostile perceptions towards any of the two cultures. In Table 11 data results are presented.

Table 11

Language arts and sociales Teacher observations

Research Question 3: How do teachers perceive foreign and mainstream culture?

Category 3.1.:

Perceptions on cultures : Values attributed- Diminishing words assigned- Signs of affinity- Signs of rejection- Perceives both cultures as different

Result for language arts and sociales classes: No specific comments were heard or displayed for either culture.

Category 3.2.:

Positioning of foreign culture: Instrumental view of foreign culture- Considers both cultures important- Positions mainstream culture as dominant- Positions foreign culture as dominant

Result from language arts and sociales classes: No specific comments heard or displayed during language arts classes

However, it was observed that language arts teacher used a few times mainstream references as support for topic being discussed.

Observation 3 Context: Teacher discussing topic and review vocabulary		
Speaker	Discourse	Turn
T	Ok how many of you students finished reading the story? That story was send when home ...to be read?	11
Sts	Uuuuuyyyyy...a long time miss...	12
T	No...it was for holy week...right? Ok ..so you´ve just returned from holy week and we´re just discussing it....	13
T	Your parents talk about the advances Bqulla has had over the years....	42
Sts	Yes!...giggles	43
T	Not only that, you guys have had the opportunity to see how your surroundings has flourished...developed What have you seen has changed over time for the better? Jaime, come on you can do it!	44

St 7	Its grow...its nutrients....	45
T	The land has nutrients? Barranquilla...what have you seen develop in Bquilla?	46
Sts	Me, me!	47
T	Come on...there are a lot of things...what have you seen? Gardens...there are more parks..right?	48

Research Question 2:

To what degree do learners use foreign cultural markers within school grounds?

Category 2.1.:

Dominant language (used): Spontaneous use of L 2- Self-talk- self –instruction- L 1
interference when using L 2 -L 2 interference when using L 1- -L 1 overriding L 2 - L 2
overriding L 1

Results language arts and sociales teachers: No data withdrawn from observations

4.2.2. Teacher interviews

Data collected through this technique allowed teachers to express personal opinions.

Attention was focused on how they perceived and assessed both cultures; on how they evaluated

presence of foreign culture within school grounds, and on how they perceived learner's attitudes towards both cultures. This information is presented in Table 12.

Table 12

English and Spanish teacher interviews

Research Question 3: How do teachers perceive foreign and mainstream culture?

Category 3.1.:

Perceptions on cultures: Values attributed- Diminishing words assigned- Signs of affinity- Signs of rejection- Perceives both cultures as different

Results English teachers: Data revealed that all English teachers interviewed identified foreign and mainstream cultures as different.

In addition, they consider teaching of foreign culture as beneficial for which they argue: development of tolerance, general knowledge, and acknowledgement of other worldviews.

Question	Teachers	Answers
1. How would you define the Colombian culture?	1	Well, people here are more spontaneous, families are bigger, meals are very important, and everybody is your friend.

3. Do you think it is important to teach culture of second language? Explain.	2	They need to know the history of other places and to know our own history.
	3	Students benefit from the social studies classes. They learn about other ways of seeing life.

Regarding how both cultures were perceived in terms of positive or negative, 2 of the teachers assessed in negative tone life style of foreign culture.

Question	Teacher	Answers
2. How would you define the culture of the second language?	2	Everything is a hassle over there. But I don't want to live there. Everybody lives far away, housing and private schools are so expensive
	3	They don't integrate with the rest of the group. They only think of work.
4. How do you think students see foreign culture?	2	From what I know, they see it as something marvelous. But that's because they are kids. They only think of Disney land, Justin

		Bieber, and that kind of things.
<p>The same two teachers attributed mainstream culture with extra values.</p>		
Question	Teacher	Answer
1. How would you define the Colombian culture?	2	We have so many beautiful things, our values and customs, the way people are. The family is very important.
	3	we have an outgoing spirit; we love to dance, and to share..
<p>Conversely, the third teacher assessed foreign culture in positive terms, as well as one of the teachers that had previously evaluated it negatively initially.</p>		
Question	Teacher	Answer
4. How do you think students see foreign culture?	1	I'm sure they see the good aspects of the United States. Besides, what's not to like?
	3	They surely see it in a positive way. Many of them travel abroad and some even have family living there. They see it in a positive

		way.
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Category 3.2.:

Positioning of foreign culture: Instrumental view of foreign culture- Considers both cultures important- Positions mainstream culture as dominant- Positions foreign culture as dominant

Results language arts teachers: Interviews indicated that all 3 teachers perceive mainstream culture as dominant, but one of them considers that both are important within school ground. Regarding language supremacy, all three coincided in that the mother tongue dominated school scenery.

Question	Teacher	Answer
8. Can you determine which is the dominant language here in school?	1	Spanish is everywhere, it's impossible not to use it, even I end up speaking Spanish in the Hallways. Spanish is everywhere, it's impossible not to use it,
	3	Spanish, everybody speaks Spanish .But we English teachers try to have our students use English as much as they can
9. Which culture has	2	Ours, the Colombian. Even if we have

more presence here in school: culture of second language or mainstream one		English names for some events, some are carried out in Spanish because parent come to participate, for example family day
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Research Question 2: To what degree do learners use foreign cultural markers within school grounds

Category 2.1.:

Dominant language (used): Spontaneous use of L 2- Self-talk- self –instruction- L 1 interference when using L 2

L 2 interference when using L 1- -L 1 overriding L 2 - L 2 overriding L 1

Results language arts teachers: All three teachers expressed that students used target language only when necessary or pressured by them to do so.

Question	Teacher	Answer
6. From what you have observed, at what times and moments throughout	1	...students must be pressured to use English. I'll tell you it's not easy to get them to speak, but they manage to answer questions, and

the day do students use English to communicate?		respond to literature and they do have a great deal of understanding, but getting the words out, it's tough.
	2	My students always try to use English. They have an excellent English level. They use in the classroom and sometimes outside during recess with other students
	3	In classes, with teachers, and sometimes with classmates.

Regarding how foreign culture made itself present within school grounds two teachers argued that students practiced values of both cultures.

Question	Teacher	Answer
7. Do you think or know for sure if students practice within school grounds values and/or beliefs of the culture of the second language?	1	Yes, of course. They practice the value of freedom. We try to be very democratic in the classroom and of course there are other values that are practiced when we celebrate special days,
	3	They practice many values that are from here and from North America. Sharing,

		responsibility, helping others, being independent, doing your own work.
<p>Result Spanish teacher semi-structured interviews:</p> <p>Specific objective 3: Analyze how teachers perceive foreign and mainstream culture</p> <p>Category 3.1:</p> <p>Perceptions on cultures: Values attributed- Diminishing words assigned- Signs of affinity- Signs of rejection-Perceives both cultures as different</p> <p>Results Spanish subjects teachers: All teachers perceive that both cultures are different one from the other and that they both have values.</p>		
Question	Teacher	Evidence
1. ¿Que fortalezas o debilidades le ves a la cultura de la segunda lengua en comparación con la nuestra?	1	. Hay cosas que podemos aprender de ellos y ellos pueden también aprender de nosotros.
	2	La verdad es que ambas culturas tienen muchas fortalezas y debilidades.
	3	<p>...la gente de los Estados Unidos son trabajadores y se lanzan al mundo desde muy jóvenes. Aquí nosotros protegemos demasiado a nuestros niños</p> <p>Nuestros niños son más estudiosos y respetuosos y las madres somos más entregadas a la familia.</p>

Category 3.2.

Positioning of foreign culture: Instrumental view of foreign culture- Considers both cultures important- Positions mainstream culture as dominant- Positions foreign culture as dominant

Results: All teachers consider pertinent to teach the culture of a foreign language.

Question	Teacher	Answer
2. ¿Crees que es importante enseñar la segunda cultura?	1	Eso está bien. Los alumnos deben aprender que no todos somos iguales.
	2	La verdad, sí es importante. La historia de otros pueblos nos enriquece
	3	Pero sí, es importante que sepan un poco más del mundo.

Specific objective 1: Examine how learners perceive differences and similarities between own culture and foreign one.

Results: All teachers consider that students perceive cultural differences between both cultures.

3. ¿Qué rasgos en común u opuestos crees tú que los estudiantes ven en la segunda cultura y en la nacional?	1	Los chicos saben que los norte americanos tienen una historia diferente y que por eso celebran diferentes eventos
	2	...la verdad nuestros jóvenes tienen claro que son dos países con valores y costumbres diferentes.

	3	A los niños y jóvenes seguramente les gusta la libertad que tienen allá y que nosotras acá controlamos. Hay muchas más como la facilidad con que la gente compra carros y pasea. Acá es un poco mas difícil darse gusto y eso ellos lo saben,
8. ¿Con cuál cultura crees tú que los estudiantes se identifican más?	1	Los chicos admiran muchas de las cosas propias de los norteamericanos. Pero sus raíces son Colombianas.
	2	Claro que con la nuestra. Ellos disfrutan muchísimo con nuestras actividades nacionales.
	3	Yo pienso que con la nuestra. A los niños les encanta ir de paseo a los Estados Unidos... pero sus familia esta aquí y son de aquí.

Specific objective 2: Establish to what degree learners use foreign cultural markers within school grounds.

Category 1.2.:

Positioning of foreign culture

Instrumental view of foreign culture- Gives equal status to both cultures- -Positions mainstream culture as dominant- -Positions foreign culture as dominant

Results: all teachers perceive that students use target language only when necessary

Questions	Teacher	Answers
4. ¿En qué momentos observas tú que los estudiantes utilizan el inglés?	1	Ellos hablan inglés en sus clases de matemáticas y en todas las que son en inglés. A veces en recreo cuando un profe de Inglés le pregunta algo.
	2	La verdad, solo los oigo hablar en inglés con sus profesores de Inglés. Yo pienso que ellos lo usan porque les toca. Es que hablar en Español es lo natural para ellos
	3	Pero de manera diaria, pues solo con los docentes de áreas de Inglés. Yo no lo hablo, así que a mí no me pueden hablar en inglés

Specific objective 4: Characterize how the school community perceives status of foreign culture.

Question	Teacher	Answer
6. ¿Cuál consideras tú es el idioma dominante en el colegio y por qué?	1	El español, todos hablan español. Aunque los profes de Inglés tratan que los alumnos hablen inglés entre ellos
	2	...el español. Ellos usan el inglés porque les toca. Claro que yo sé que así lo aprenden
	3	Que yo sepa es el español. Yo no hablo inglés, pero los niños sí y ellos lo usan con sus docentes de área en clases.

Furthermore, they all consider mainstream culture as dominant.

Question	Teacher	Answer
7. ¿Consideras que aquí en el colegio la segunda cultura tiene mayor importancia que la cultura nacional?	1	No. Aquí nosotros celebramos actos cívicos nacionales y no de otra parte. Solo sabemos nuestro himno nacional. De los extranjeros solo celebramos algunos festivos.
	3	No, para nada. A los niños les enseñamos a amar a su tierra. La cultura de los Estados Unidos tiene muchas cosas buenas pero queremos que los niños se sientan Colombianos

All teachers asserted that no foreign cultural practice was carried out in school in a regular or in a daily manner.

Question	Teacher	Answer
5. Aparte del inglés, ¿qué otro elemento	1	Aquí se celebran algunos festivos norteamericanos y de Inglaterra. Pero no he visto una práctica diaria de algo en específico

cultural de la segunda lengua practican los estudiantes?	2	La verdad, nada en especial. No puedo decir que he visto prácticas diarias que sean de otro países
	3	Bueno, los niños lo usan durante los festivos que se celebran y que son bastante bonitos. Hay algunos con buenos valores ciudadanos como el de acción de gracias, ese es muy agradable.

4.2.3. Teacher conclusions

Teacher data results denote in general that all six teachers perceive differences in both cultures and according to them students see differences too. They suggest that mother tongue dominates the school scenery regardless of efforts made by English teachers to promote its use in different school settings. They also consider that mainstream culture is dominant, although the teaching of the foreign culture is seen as beneficial for language learners.

4.3. Administrative staff results

The administrative staff, specifically the coordinator was approached with the intention of gathering data where school's target language objectives, organization, and position granted to foreign culture could be analyzed. It was decisive for research objectives to have input from the school's administrative staff in order to understand what was ultimately sought by the teaching of the foreign culture. In Table 13, interview applied to coordinator, context explorations, and document revision results are presented.

Table 13

Coordinator semi-structured interview

Research Question 4: How does the school community perceive status of foreign culture?

Category 4.1.:

Portraying of foreign culture by school

Foreign culture portrayed as instrument in official documents

Results Coordinator interview:

- There are no foreign native speakers in administrative positions
- The number of foreign language speakers is lower than monolingual teachers
- There is a higher number of mainstream celebrations
- Although a USA flag is displayed, there is no pledge of alliance or singing of national anthem
- Subjects taught in English are relevant: Math, science. However, when student pass to secondary these are taught in Spanish

Category 4.2.:

Contextual manifestations of foreign culture

L 2 representatives in cafeteria, library, secretary-Display of foreign icons and symbols

- L2 speakers are only subject teachers
- There's is a USA flag displayed, but no pledge of alliance takes place or singing of anthem

Category 4.3.: Foreign values practiced

Honoring of foreign symbols- Promotion of foreign values-Celebration of foreign holidays

Through holidays celebrated: sharing

4.3.2. Document analysis

Document analysis provided an in-depth look into institution's language objectives. How it presented its language learning proposal to the community and how it perceived teaching of foreign culture. In Table 14 results are shown.

Table 14

Document analysis

Research Question 4: How does the school community perceives status of foreign culture.

Category 4.1.: Portraying of foreign culture by school

Results:

PEI establishes differences between cultures and the need of being opened to different

worldviews. It states that the school will make an effort in providing students with a multicultural context.

Category 4.2.: Contextual manifestations of foreign culture

L 2 representatives in cafeteria, library, secretary-Display of foreign icons and symbols

Results: The document had no specific information on this

Category 4.3.: Foreign values practiced

Honoring of foreign symbols- Promotion of foreign values-Celebration of foreign holidays

Results: It did not have specific information on this

4.3.3. School context analysis

Results of school settings observed are shown in the following table (Table 15). The objective of collecting this data was to determine which culture was physically dominant regarding artifacts displayed, types of messages displayed in posters, icons honored, and areas where English was expected.

Table 15

School context analysis

Research Question 4: How does the school community perceives status of foreign culture?

Category 4.1.: Portraying of foreign culture by school

Results:

Data showed that no specific foreign cultural artifacts or symbols were displayed throughout the school, with the exception of a flag of the United States at the end of a hallway of primary section. However, a large number of indigenous artifacts from Valledupar, which is a region from mainstream culture were displayed around the entrance to the school's main directive offices.

Category 4.2.: Contextual manifestations of foreign culture

L 2 representatives in cafeteria, library, secretary-Display of foreign icons and symbols

Results: The librarian, sales person at cafeteria, and secretary do not know English, therefore when students go there they do not need to use target language.

Category 4.3.: Foreign values practiced

Honoring of foreign symbols- Promotion of foreign values-Celebration of foreign holidays

Results: USA flag

Poster in English highlighting different values

4.3.4. Administrative staff conclusions

Data result showed that the school portrays in documents second language teaching as a door to other worldviews where students will access different cultures of the world. It also states that the school will strive to provide students with a multicultural context as a way of favoring world knowledge and development of different values. Regarding context data showed that both cultures are, represent through posters and flags. However, the foreign flag is not honored in any

form and it is displayed at the end of a hallway while the Colombian Flag on the other hand is used for all formal ceremonies. It is observable that the mainstream culture has a larger margin of dominance through display of other cultural related artifacts such as pottery, masks, and other mainstream related elements.

4.4. Triangulation

Triangulation in the words of Thurmond (2001) is a research strategy that seeks to provide research study with validity and reliability. Boyd (cited in Casey & Murphy, 2009, p. 42) attested that triangulation is highly motivated by the need of ensuring validity to qualitative research studies through the comparison of two or more results gathered through different sources, contexts, and times. On the subject, Adami and Kegir (2005) asserted that the final objective of data triangulation is to achieve completeness in data gathered as a way of confirming data results. Completeness as they explained withholds a holistic view of the study at hand and should provide researcher with an in-depth understanding of how all possible variants can affect situation under study. Furthermore, they argued that triangulation is a must in any research project for it ensures a level of completeness that favors a deeper understanding of research problem. Triangulation will determine research study's validity in terms of data that repeats itself throughout the different in different settings, through different sources, and in different situations (Casey & Murphy, 2009). More so, according to Fielding and Fielding (cited in Thurmond, 2001, p. 254) triangulating data collected in different settings, at different times, during different activities, and through different participant inputs increases the possibility of identifying atypical

data, that could be taken at some point as research results. Triangulation facilitates cross-examination of material collected, therefore, lessening possibilities of data interpretation biases.

In the present research study triangulation has been carried out with the purpose of cross-examining data collected through the different techniques and through the different inputs.

In Table 16 results have been triangulated based on research objective questions. Data triangulation showed results were consistent in most of data collected as shown below:

Table 16

Results triangulation

Research question 1: Examine how learners perceive differences and similarities between own culture and foreign one.

Category 1.1.: Perceptions on cultures

Category 1.2.: Positioning of foreign culture

Results: Student and teacher semi-structured interviews attest that students identify both cultures as different and that they identify themselves with mainstream culture.

Research question 2: Establish to what degree learners use foreign cultural markers within school grounds.

Category 2.1.: Dominant language (used)

Category 2.2.: Degree of adoption of foreign concepts and symbols

Results: Student and context observations indicate that students do not use in a regular way

foreign cultural markers and that target language is used only during English subject classes.

Information validated by teachers' semi-structured interviews and observations.

Research Question 3: How do teachers perceive foreign and mainstream culture?

Category 3.1.: Perceptions on cultures

Category 3.2.: Positioning of foreign culture:

Results: Teacher semi-structured interviews suggest that all teachers perceive both cultures as different, that they value mainstream culture, and that they consider teaching of the foreign culture as beneficial for learners.

Research question 4: How does the school community perceives status of foreign culture?

Category 4.1.: Portraying of foreign culture by school

Category 4.2.: Contextual manifestations of foreign culture

Category 4.3.: Foreign values practiced

Results: Data collected through coordinator interview, context observation, document revision, teacher interviews, and students' observation suggest that mainstream culture dominates school settings. Second language is not imposed outside of regular classes, mainstream symbols are the ones honored, document specify that it seeks a multicultural environment where students may develop consciousness of different world views, hence, not emphasizing a specific foreign culture, and last teachers acknowledge and welcome cultural differences.

7. DISCUSSION

In the following section, a detailed discussion on data results is presented.

The research project general question aimed at determining if students' cultural identity was threatened by the teaching and socialization of the cultural components of a target language within the context of a bilingual school in Barranquilla. With this general question in mind it was decided that in order to assess if the process had been detrimental for learners' cultural identity, the study would need to focus on exploring the cultural identity of a group of students who had experienced the school's teaching and socialization of the foreign language culture for a number of years. It was decided therefore, that the research questions would aim at identifying to what degree learners might have adopted attitudes and behaviors that could be interpreted as an affiliation and as a self-identification with the foreign culture and to what degree the school's context promoted adoption of foreign culture. It was assumed that students' daily interactions within the school grounds would provide reliable data on their cultural identity. The assumption that student's actions, behaviors, and language could provide an insight to their cultural identity is based on Riley (2010) who argued that culture permeates and gives meaning to all human interactions through a set of created symbolic products and activities that are framed within the group's collective experiences and historical background. Culture according to him, withholds a group's history, traditions, beliefs, values, interpretation of reality, common sense, and language. Furthermore, Richardson (2001) added "culture is the totality of all that characterizes us. It includes the tools and objects we create the structures and institutions we fashion, the concepts and ideas we develop, and the way these take shape as customs and beliefs..." (p.2

Bearing this main objective in mind questions proposed were: how do learners perceive differences and similarities between own culture and foreign one? To what degree do learners use foreign cultural markers within school grounds? To what degree do learners prefer to use target language instead of mother tongue? What is the status of the foreign culture within the school context?

The first question sought to determine how learners' perceived differences and similarities between own culture and foreign one. This question would allow the assessment of learners' awareness of own cultural characteristics, the assessment of how close or distant they felt towards foreign culture, and it would also seek to assess if learners were positioning foreign culture above own culture. The assessment of learners' awareness of own culture was a fundamental piece in the process of identifying their cultural identity. Awareness of own cultural traits and characteristics, provides individuals with a sense of belonging and a sense of shared responsibilities which in the words of Jenks (1993) provides group with a symbolic environment that promotes cooperation, stability, social order, shared ideologies, and obligations. On the importance of exploring if students felt close or distant from foreign culture, Duszak (2002) explained that individuals in the process of constructing an identity, be it cultural, social or any other type will create sets of categories aimed at establishing differences and similarities between self and others. She argued that these categories where differences and similarities are established generate in individuals a sense of affiliation with those considered as similar and a sense of detachment from those classified as different or outsiders. These categories according to her could cover an ample range of sets going from gender, ethnic group, age, ideology, clothing, appearance, and language among others sets. More so, she added that the need of group cohesion was the basic motivation underlying the act of tagging differences and similarities between self

and others. Regarding relevance of determining how they felt towards both cultures, it was necessary to examine if they perceived foreign culture as better than mainstream one. It was fundamental to explore if learners had some type of foreign culture programming which according to Sercu (2005) is the unconscious acceptance of all that the in-group considers valid, being the in-group those considered as similar. This cultural programming according to him can limit an individual's mind frame, thus, promoting negative attitudes where preconceptions, prejudice, and use of stereotypes frames identification of those classified as outsiders.

On these first questions, data gathered indicate that students acknowledge differences between both countries and cultures. They recognize that the target language has its own cultural identity and some of the differences they mentioned during interviews were city landscapes, climate, traditions, and language. Furthermore, data showed that students have a clear instrumental purpose for learning the language among which is to study abroad, to travel, and because it is an important language. Another relevant aspect revealed during interviews is that students did not use stereotypes to describe or refer to either culture. They described differences between both cultures without the use of words or gestures that could be interpreted as an act of discrimination to either one.

The second specific research question aimed at identifying to what degree learners were using foreign cultural markers within school grounds. The importance and connection between the use of specific cultural markers and an individual's cultural identity is pointed out by Rapaille (2006) who affirmed that the culture systems works in individuals at an unconscious level and that with its multiply set of signifiers can influence our world view. According to him, the culture system with which we identify ourselves, determines how we code and perceive every single element and situation, going from the food we eat to how we assess others. Cultural

markers according to Riley (2007) provide individuals with a set of norms and concepts that guide behaviors, cognition, and which usually are loaded with moral meanings. Furthermore, Riley suggested that these set of norms and concepts have the sole purpose of assisting group members in the prediction of behaviors and attitudes, establishing therefore a degree of certainty in roles enacted by the different actors. Cultural markers include: literature, music, artifacts, landscapes, politics, clothing, cuisine, celebrations, and use of stereotypes, humor, sports, values, social norms, social roles, television, and many other elements.

On this second question, results suggest that students have not adopted foreign cultural markers as own, only a couple of times during language arts classes did students use a foreign idiom to emphasize a message given to teacher. During Sociales classes, students did not use any type of expressions in the target language. Data also showed that foreign cultural markers such as clothing, artifacts, symbols, social norms, and cuisine are not enforced by the school on a daily basis although, the school does teaches in a systematic way the traditions, history, and literature of the foreign country, this being accomplished mostly within regular teaching hours and on the occasional celebrations.

The third question aimed at examining what were the language preferences of learners within the school grounds, taking into account that students had been learning the target language for over five years. The relevance of language and its connection to an individual's cultural identity is highlighted by Steward (2000) who asserted that language not only ensures a group's bonding and cohesion, but that it specially enabled individuals to identify themselves with similar. Language according to him facilitates development of a self-identity in tune with a larger group reality, an identity where the same cognitive and behavioral patterns are expressed and which ensures survival of larger group. In addition, Goatly, (2000) affirmed that language

predisposes individuals to behave and think accordingly with values and ideologies of the culture it represents. Furthermore, on the process of how language becomes a determining factor in an individual's identity construct, Williams and Burden (1997) explained that humans are born into social worlds, where self- concept and group membership is developed through linguistic interactions and where language's cultural identity influences individual's self-image through social behavioral patterns observed and adopted.

On the results of the third question, data shows that the dominant language within school grounds is the mother tongue. Observations showed that although learners used well the target language during subject taught in English in terms of voice tones, turn taking when talking, and intonation of some words according to intentions, a few times there was interference of the mother tongue. This interference of a second language however, did not make itself present during classes taught in Spanish. During these classes, students did not use foreign expressions and did not have interference of the target language. This data was confirmed by teacher interviews who attested that students only used the target language when needed. The dominance of the mother tongue also made itself present during recess breaks, during which students communicated among themselves in Spanish and during which the target language was used only when an English subject teacher requested its use. This language interference situation can be assumed as a manifestation of learners' cultural identity; for in the words of Salomone (2010) language is a vehicle that represents our reality and through which individuals identify self and others and through which group members share ideas, values, and even prejudice. Language according to Williams and Burdens (1997) influence individuals' cultural identity and self-image through shared social behavioral patterns. Based on this, it may be assumed that learners identify themselves with mainstream culture, which according to all teachers interviewed is dominant,

this being visible through symbols honored, positions of native speakers, contextual factors, and through school's dominant language.

Furthermore, it was observed that the school does not impose the use of the target language outside of regular English classes, the staff with whom the students interact on a daily basis such as secretary, librarian, student counselor, and person in charge of snack stand do not speak the target language.

The fourth question had the objective of establishing a connection between learners' cultural identity and the cultural values promoted by the school on a daily basis. Risager (2006) highlighted that culture is a human made self-contained system, developed with the intention of safeguarding group's specific cultural characteristics, where values, religion, and other aspects conform group's reality. Based on this, it was considered necessary to establish if the school in the process of teaching and socializing the cultural components of the target language was safeguarding mainstream cultural values or not.

Results based on coordinator interview, context observation, document revision, teacher interviews, and students' observation suggest that mainstream culture dominates school settings. Second language is not imposed outside of regular classes, mainstream symbols are the ones honored, documents specify that it seeks a multicultural environment where students may develop consciousness of different world views, hence, not emphasizing a specific foreign culture, and last teachers acknowledge and welcome cultural differences.

6. CONCLUSION

The present research study sought to determine to what degree learners' cultural identity was threatened by the teaching and socialization of the cultural component of a target language. The study was carried out in the elementary section of a bilingual school in Barranquilla and the primary source of data collected came from a group of fifth grade students that had experienced the school's teaching and socialization of the foreign language culture for more than five years. Secondary data collected came from a group of teachers, the coordinator, and observation of context.

The research study objectives focused on identifying learners' current cultural identity through the exploration and examination of behaviors, attitudes, and language that could be interpreted as a manifestation of their cultural identity and it also explore the contextual manifestations of the school's cultural preferences. Based on this, the specific objectives established sought to determine first, how learners perceived differences and similarities between both cultures. Second, to what degree learners were using foreign cultural markers within school grounds, third, to what extend learners preferred to use the target language in their daily school interactions, and finally how did the school portrayed foreign culture within the school grounds.

Some of the most significant findings provided by the research study are that students use the target language only during English classes, that sometimes during these classes they use figurative language or idioms, and that they do not position foreign culture above mainstream culture. Data also revealed that they recognize foreign culture as different and that they have a clear instrumental purpose for learning the target language. Furthermore, results suggest that the school does not demand the use of the target language outside of the classroom, taking into

account that apart from the teachers and the coordinator, other staff such as librarian, secretary, student counselor, and snack stand salesperson does not speak the target language. It is assumed therefore, that the school's teaching and socialization of the foreign language culture does not threaten learners' cultural identity. More so, it is considered that learners might be developing intercultural competences, which in the words of Sercu (2005) these are a set of purposely-developed skills and attitudes that enable language learners to communicate effectively with native speakers of the target language. According to him intercultural competences involves the development of a willing disposition towards foreign culture, self-awareness, ability to compare and interpret, ability to relate information and events, the use of meta-cognitive strategies, tolerance towards diversity, a critical stance to assess self and others, and an open mind, among other skills. In addition, Novinger (2001) affirmed that intercultural competences facilitate language learners the use of the target language, providing them with the necessary skills to interpret and use accordingly non-verbal cues such as voice tones, pauses, gestures, and facial expressions that are an essential aspect of all communicative acts. Evidence suggests that learners have some of these skills. Interviews revealed their willing disposition towards foreign culture, their acceptance of cultural diversity, and the acknowledgement of own and foreign cultural characteristics. Furthermore, during class observations it was noticed that students interacted in the target language with a high degree of comfort, using properly voice tones, foreign expressions, gestures, pauses, and interventions. More so, observation of context elucidated that students do not use foreign cultural expressions or the target language outside of regular English classes, which can be assumed as using the skills in the proper context.

Finally, other aspects that emerged from the research are questions that need to be approached in further studies. It is necessary to analyze other factors that could possibly influence

learners' cultural identity. It would be pertinent to explore to what degree teacher's cultural identity plays a role in learner's cultural identification, taking into account that teachers are role models for students.

It would also be pertinent to analyze if the culture of learners' family can become an obstacle for the development of learners' intercultural skills, in terms of tolerance and respect of cultural diversity.

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APPENDICES

INTERVIEW TRANSCRIPTS

ENGLISH TEACHERS SEMI-STRUCTURED INTERVIEWS			
	Teacher #1	Teacher #2	Teacher #3
Specific objective: Analyze how teachers perceive foreign and mainstream culture			
<p>1. How would you define the Colombian culture?</p> <p><i>Question justification:</i></p> <p><i>Identify T perceptions on mainstream culture, since T can influence learners. Do they have is a positive or negative opinion?</i></p>	<p>Well, people here are more spontaneous, families are bigger, meals a very important, and everybody is your friends after a few words. It's kind of nice.</p>	<p>It is the best. We have so many beautiful things, our values and customs, the way people are. The family is very important.</p>	<p>As fun, we have an outgoing spirit; we love to dance, and to share.</p>
<p>2. How would you define the culture of the second language?</p> <p><i>Question justification:</i></p> <p><i>Same reason as above.</i></p>	<p>Well, in the States, we expect our children to be more independent, we watch our backs, everybody is always in a rush, and our big meal is usually at night, after work. So I</p>	<p>Everything is a hassle over there. I like going on vacations, its super. But I don't want to live there. Everybody lives far away, housing and private schools are so</p>	<p>North Americans are kind of shy, They don't integrate with the rest of the group. They only think of work.</p>

	think we are very different from Colombian people.	expensive.	
3.Do you think it is important to teach culture of second language? Explain. <i>Question justification:</i> <i>Analyze T perceptions. Do they see foreign culture as a threat?</i> <i>Do they see foreign culture as the best?</i>	Yes of course. The USA and other countries have different values. Its good that students learn how other countries think and act. Students will become more tolerant.	I think it is. How else would our students know the differences between one place and another? They need to know the history of other places and to know our own history.	Students benefit from the social studies classes. They learn about other ways of seeing life.
Specific objective: Examine how learners perceive differences and similarities between own culture and foreign one.			
4. How do you think students see foreign culture? <i>Question Justification:</i> <i>Analyze what T may have seen throughout their daily interaction</i>	Well, students surely see it positively. We´ve been teaching them the history of the USA specifically, although we do teach them about other countries too. I´m sure they see the good aspects of the United	From what I know, they see it as something marvelous. But that´s because they are kids. They only think of Disney land, Justin Bieber, and that kind of things.	They surely see it in a positive way. Many of them travel abroad and some even have family living there. They see it in a positive way.

<i>with students. Gather different points of views.</i>	States. Besides, what's not to like?		
5. How do you think students see own national culture? <i>Question</i> <i>justification: same as above.</i>	I think they love their country and the school makes sure they honor national days. And then there is Carnivals, which is a blast! Everybody has a great time.	They love Carnivals. I think they have deep Colombian roots and you can see it in the way they act. They discuss Colombian tv shows, they share with their families.	As fun. We enjoy the Carnivals, the holy week, so many good things about us.
Specific objective: Establish to what degree learners use foreign cultural markers within school grounds.			
6. From what you have observed, at what times and moments throughout the day do students use English to communicate? <i>Question</i> <i>Justification:</i> <i>Analyze what T may have seen throughout their daily interaction with students and</i>	Well, as you may know, students must be pressured to use English. I'll tell you it's not easy to get them to speak, but they manage to answer questions, and respond to literature and they do have a great deal of understanding, but getting the words out, it's tough.	My students always try to use English. They have an excellent English level. They use in in the classroom and sometimes outside during recess with other students.	In classes, with teachers, and sometimes with classmates. .

<i>their impressions on if L2 is becoming dominant within school context..</i>			
<p>7. Do you think or know for sure if students practice within school grounds values and/or beliefs of the culture of the second language?</p> <p><i>Question</i></p> <p><i>Justification:</i></p> <p><i>Analyze what T may have seen throughout their daily interaction with students and their personal impressions.</i></p>	<p>Yes, of course. They practice the value of freedom. We try to be very democratic in the classroom and of course there are other values that are practiced when we celebrate special days, for example the value of sharing and of giving.</p>	<p>Yes and it's only natural if they are learning the social studies of north America. When we celebrate some holidays we are teaching them values.</p>	<p>They practice many values that are from here and from north america. Sharing, responsibility, helping others, being independent, doing your own work.</p>
<p>Specific objective: Characterize what is the status of the foreign culture within the school context.</p>			
<p>8. Can you determine which is the dominant language here in school? Explain.</p>	<p>Man, that's kind of difficult. We teachers want it to be English, how else are students going to become</p>	<p>I don't think there is a dominant language, both languages are used. Spanish is our language and English</p>	<p>Spanish, everybody speaks Spanish. But we English teachers try to have our students use English</p>

<p><i>Question justification:</i></p> <p><i>Interpret T information based on data collected.</i></p>	<p>fluent? But the truth is that Spanish is everywhere, it's impossible not to use it, even I end up speaking Spanish in the Hallways.</p>	<p>is the one students are learning and they need to use it in school.</p>	<p>as much as they can.</p>
<p>9. Which culture has more presence here in school: culture of second language or mainstream one? Explain</p> <p><i>Question justification:</i></p> <p><i>Interpret T information based on data collected.</i></p>	<p>I would say both have equal presence. There are posters in both languages, the schools celebrates holidays of both cultures, children are managing both languages. I think both are equal.</p>	<p>Ours, the Colombian. Even if we have English names for some events, some are carried out in Spanish because parent come to participate, for example family day.</p>	<p>You can see posters in English and we may celebrate some events in English, but our culture is more visible in other ways. El ambiente is Colombian, I worked at this other bilingual school and everything was kind of cold and distant. Colombian are friendly people.</p>
<p>10. With which culture do you think students identify themselves more, Colombian or North american? Explain.</p> <p><i>Question justification:</i></p>	<p>I think they have a little bit of both. I mean, when they speak English they are communicating with me, they understand what I'm saying, so they need to have some similarity with</p>	<p>The Colombian, even if we have many things from other cultures. for example I have Arab parents who bring their food to our events and when we carry out the talent show, there are some girls dancing</p>	<p>These kids are Colombian. You just have to see them in action, even if they decide to imitate Micheal Jackson, they are still Colombian. The way they talk, they are super friendly and always hugging</p>

<i>Analyze T impressions on if st are adopting foreign culture as own</i>	me to do so.	Arab, but there are more dancing cumbia or mapale.	teachers and friends.
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SPANISH TEACHER SEMI-STRUCTURED INTERVIEWS			
	Teacher #1	Teacher #2	Teacher #3
Specific objective: Analyze how teachers perceive foreign and mainstream culture			
1. Que fortalezas o debilidades le ves a la cultura de la segunda lengua en comparacion con la nuestra?	<p>Los norte americanos son practicos y aman su pais. Nosotros tenemos que amar mas a nuestro pais. Ellos por lo general tienen su bandera en todas partes.</p> <p>Nosotros somos mas de familia y cuidamos mas a nuestros hijos. Hay cosas que podemos aprender de ellos y ellos pueden tambien aprender de nosotros.</p>	<p>La verdad es que ambas culturas tienen muchas fortalezas y debilidades. No puedo decir que una es mejor que la otra. Nuestra historia es diferente a la de los Estados Unidos, asi que tenemos valores diferentes.</p>	<p>Que fortalezas? Dejame pensar, la gente de los Estados Unidos son trabajadores y se lanzan al mundo desde muy jovenes, en cambio nuestros niños hay que darles todo en especial los costeños. Eso es una debilidad. Aqui nosotros protegemos demasiado a nuestros niños y hay que dejarlos salir del cascaron. Si esa es una de nuestras debilidades, que nuestros jovenes son mas temerosos. Claro esta que nosotros</p>

			tenemos muchas fortalezas. Nuestros niños son mas estudiosos y respetuosos y las madres somos mas entregadas a la familia.
2. Crees que es importante enseñar la segunda cultura? Explicar.	Eso esta bien. Los alumnos deben aprender que no todos somos iguales.	La verdad, si es importante. La historia de otros pueblos nos enriquece y no solo hay que aprender la historia o cultura de los Estados Unidos, tambien de otros paises como Europa.	A ver y yo pienso. Si, aunque viendo a otros se aprende y nuestros jovenes y niños pueden aprender a ser mas independientes viendo buenos ejemplos de comportamiento. Pero si, es importante que sepan un poco mas del mundo.
Specific objective: Examine how learners perceive differences and similarities between own culture and foreign one.			
3. Que rasgos en común u opuestos cree tu que los estudiantes ven en la segunda cultura y en la nacional?	Los chicos saben que los norte americanos tienen una historia diferente y que por eso celebran diferentes eventos, pero no creo que los consideren tan diferentes a ellos mismos. Ademas	Mira, la verdad nuestros jovenes tienen claro que son dos paises con valores y costumbres diferentes. Me parece que ellos ven a los Estados Unidos con ojos de admiracion, pero no por eso dejan	Que te digo. Habran muchas cosas que les gustaran y otras que no, como todo en esta vida. A los niños y jovenessegurament les gustar la libertad que tienen alla y que nosotras acontrolamos. Hay

	como estamos tan cerca, estos chicos viajan a ese pais en vacaciones.	de amar a su patria. Ellos disfrutan mucho de las actividades nuestras, como el carnaval	muchas mas como la facilidad con que la gente comprar carros y pasea. Aca es un poco mas dificil darse gusto y eso ellos lo saben, aunque los niños de este colegio disfrutan de muchas cosas que la mayoria de niños no pueden disfrutar como viajar a otros paises en vacaciones.
Specific objective: Establish to what degree learners use foreign cultural markers within school grounds.			
4. En que momentos observas tu que los estudiantes utilizan el ingles?	Ellos hablan Ingles en sus clases de matematicas y en todas las que son en Ingles. A veces en recreo cuando un profe de Ingles le pregunta algo.	La verdad, solo los oigo hablar en Ingles con sus profesores de Ingles. Yo pienso que ellos lo usan porque les toca. Es que hablar en Español es lo natural para ellos.	Bueno dejama pensar. Aca los niños ven peliculas en Ingles en la biblioteca, asi que ahi lo estan utilizando. Tambien lo usan cuando preparan alguna actividad grupal en sus asignaturas. Pero de manera diaria, pues solo con los docentes de areas de Ingles. Yo no lo hablo, asi que a mi no me pueden hablar en

			Ingles.
5. Aparte de Ingles, que otro elemento cultural de la segunda lengua practican los estudiantes?	Aqui se celebran algunos festivos norte americanos y de Inglaterra. Pero no he visto una practica diaria de algo en especifico.	La verdad, nada en especial. No puedo decir que he visto practicas diarias que sean de otro paises. Lo que hacen nuestros jovenes lo hace toda la juventud que yo conozco: ven videos de sus artistas favoritos, ven peliculas, se meten en internet, ya sabes son asi todos.	Bueno, . Los niños lo usan durante los festivos que se celebran y que son bastante bonitos. Hay algunos con buenos valores cuidadanos como el de accion de gracias, ese es muy agradable, se comparte comida.
Specific objective: Characterize what is the status of the foreign culture within the school context.			
6. Cual consideras tu es el idioma dominante en el colegio y porque?	El Español, todos hablan Español. Aunque los profes de Ingles tratan que los alumnos hablen Ingles entre ellos.	Ya te dije, el Español. ellos usan el Ingles porque les toca. Claro que yo se que asi lo aprenden.	Que yo sepa es el español. Yo no hablo Ingles, pero los niños si y ellos lo usan con sus docentes de area en clases. Lo hacen muy bien. A mi me gustaria aprender Ingles, tal vez un día de estos.
7. Consideras que aquí en el colegio la	No. Aqui nosotros celebramos actos	La verdad es que ambas tienen	No, para nada. A los niños les enseñamos a

segunda cultura tiene mayor importancia que la cultural nacional? Explicar.	civicos nacionales y no de otra parte. Solo sabemos nuestro himno nacional. De los extranjeros solo celebramos algunos festivos.	importancias. Por eso celebran algunas eventos de los Estados Unidos y de Inglaterra, por eso estan aprendiendo Ingles.	amar a su tierra. La cultura de los Estados Unidos tiene muchas cosas buenas pero queremos que los niños se sientan Colombianos.
8. Con cual cultura crees tu que los estudiantes se identifican mas?	Los chicos admiran muchas de las cosas propias de los norte americanos. Las peliculas, la musca, los artistas, ellos son asi. Pero sus raices son Colombianas.	Claro que con la nuestra. Ellos disfrutan muchísimo con nuestras actividades nacionales.	Yo pienso que con la nuestra. A los niños les encanta ir de paseo a los Estados Unidos y por supuesto les encantan todos esos artistas juveniles, pero sus familia esta aqui y son de aqui.

PRIMARY SECTION COORDINATOR SEMI-STRUCTURED INTERVIEW	
Objective:4.	
Characterize what is the status of the foreign culture within the school context.	
Questions	Answers
1. How does the PEI portray teaching of second language? In what terms?	As a student of the world, that will access different cultures.
2. Does the PEI establish second language proficiency expected from students?	No
3. Are cultural goals mentioned in language	Yes, students will learn contents from different

curriculum?	cultures
4. How many foreign and national celebrations are carried out throughout the year? Which ones?	<p>foreign: 5</p> <p>Halloween, Thanksgiving day, Saint Valentine's day , Easter day, Saint Patrick's day</p> <p>National: 9</p> <p>Día del descubrimiento de América y de la raza, día del Niño, Día del idioma, día de Amor y la Amistad, independencia de Cartagena, Cumpleaños de Barranquilla, Carnavales de Barranquilla, Semana Santa</p>
5. What subjects are taught in English and which ones in Spanish?	<p>Subject in English: 5</p> <p>Languages Arts, Social Studies, Science, Health and Fitness , social behavior</p> <p>Subject in Spanish: 7</p> <p>Lengua Castellana, Sociales, Religión, Valores , Arte , tecnologia y educacionfisica,</p>
6. Of the English speaking staff how many are native speakers, how many studied in bilingual schools, how many learned English as an adult?	<p>Native speakers: 1</p> <p>Bilingual schools: 5</p> <p>Learned English as an adult: 4</p>
7. Of the English staff how many have lived or spent short periods of time abroad?	Abroad: 6
8. Of the administrative staff how many are native speakers? How many are bilinguals	None

that have lived abroad?	
9. Apart from holiday, celebrations what other type of activities are carried out in the second and in the first language	<p>Activities are carried out in the second language: 3</p> <p>Grammar and Spelling Bee, Math Olympics, IBS Ligth, sound and action.</p> <p>Activities in firstlanguage: 5</p> <p>Spanish and readingBee, Feria de la ciencia, Palabras mágicas, elección de personero o president, Cumpleaños del colegio.</p>
10. Daily schedule: how many hours on a weekly basis do students spend in English subjects?	<p>K-grade: 14 hours</p> <p>Prep: 18 hours</p> <p>1st Grade: 19 hours</p> <p>2nd Grade: 19 hours</p> <p>3rd Grade: 20 hours</p> <p>4th Grade: 20 hours</p> <p>5th Grade 19 hours</p>
4.3.2.. Number of non English speakers in school grounds	Larger than L2 speakers
4.3.4. Cultural background of administrative staff	Colombian

STUDENT SEMI-STRUCTURED INTERVIEWS					
	<p>1. Why are you learning English?</p> <p><i>Question justification: Identify if they see foreign culture as an instrument or as an end.</i></p>	<p>2. From where is the English that you are learning?</p> <p><i>Question justification: do they provide L2 with an identity? Analyze if they are aware that foreign culture is different from their own?</i></p>	<p>3. What do you know about this that country?</p> <p><i>Question justification: same as previous.</i></p> <p><i>Analyze if they idealize, diminish or simply expose facts on foreign culture.</i></p>	<p>4. What similarities or differences can you find between that country and your own?</p> <p><i>Question justification: Analyze which culture has a higher positive emotional impact on learner and what they are focusing their attention on.</i></p>	<p>5. Do you think it would be easy for you to live in that country?</p> <p><i>Question justification: Analyze just how different or alike they see both culture.</i></p>
student #1	To be better student	Los Estados Unidos	pijama holidays. They were pijamas to	Different. Holy week, we celebrate holy week.	no answer

			school on the day.		
student # 2	To travel to New York	The USA	It is an interesting country. Its an important country.	Alike. But I think they celebrate green day and tree day.	Easy, I learn new things.
student # 3	To travel to Las Vegas	The United States	Thet celebrate many holidays that we don't celebrate.	Different! They have different creencias? Beliefs.They speak another languuage. That country they have like winter that we do not have here.	Easy but diffucult at the same time. I speak English but have to adapt. It is cold sometimes there.
student # 4	To study	United states	Its a wonderful city.	Different, they celebrate tree day.	easy. Its a wonderful city.
student # 5	Because it' s important to know English.	USA	Liberty is important and history	Different because they have winter and here is rainy. They are more	Easy because I know English

				serious.	
student # 6	To study in USA	USA	he movies and music	They have different seasons. Summer is very hot.	Easy, people are alike.
student # 7	Because English is important language	USA	Justin Bieber. They have really good schools and here too.	They speak really fast. The tv programs are different.	Easy. I go to the parks
student # 8	It is an important language	United States	They all speak English and are friendly	Celebrations are different. In Colombia we have ratoncitoPerz and in the States it's the fairy godmother. We have niñodiosanf they have Santa Claus.	Easy, I like it.
student # 9	To study	EstadosUnidos	They have different school schedules and	They have celebrations that we don't celebrate, like	Easy, I learn all.

			they don't wear uniforms	St. Patrick's.	
student # 10	To travel to Disney	United States	They have big parks, different culture, and speak English all the time.	They celebrate different things and they have carriages in celebrations.	Easy I like the parks
student # 11	To study	The United States	they celebrate earth day, independance day,	Different. The way they talk, the way they dress.	Easy, because we learn
student # 12	Because it is important to know English	The United States	They go camping and skating	The same, we celebrate something that they don't celebrate and they celebrate some things that we don't celebrate.	Easy because I adapt
student # 13	To travel and to study	The United States	Everybody celebrates Halloween, like with decoration on	Different, like here in Carnival we have just like a dance and	Easy, because I like it.

			the doors	there it's like dance but they have also carriages.	
student # 14	To study	USA	They pay more attention to the president and things like that, like history things.	Different. They speak English all the time, there is winter.	Easy, we have family in the USA
student # 15	It is a very important language	The United States	Obama the president	Different, they celebrate many days we don't celebrate.	Easy, I like the United States.

CLASS OBSERVATION TRANSCRIPT # 1

Date: April 9th-012

Time: 7:30 to 8:20

Class observed: Language arts

Grade: 5th

Unit: The Emperor's silent army

Lesson objective: present perfect tense- evaluate reading rate

Data collection mode: video recording

Turns	Context description Events taking place	Speaker	Discourse	Specific objectives manifestations	Comments:
1	Teacher walked in, greeted students, sat down in front of her desk and began to look into her notes and laptop.	T	Good morning students		<p>Teacher seemed a bit uncomfortable, although she knew of my upcoming presence. Maybe felt evaluated.</p> <p>After a while she approached me and excused herself for not beginning classes immediately</p>
2	<p>Students began to organize themselves for LA class.</p> <p>Some were staring at me and making signals to each other.</p> <p>A couple of girls were organizing themselves and fixing hair.</p> <p>Another student went over to her locker and took out a book</p>	St s	Good morning Mrs.Flor		I assure her it was ok.

	I decided to leave the room for a couple of minutes to give her time to organize herself.	St s	<p>St mumbling among themselves...</p> <p>this is grammar...more than you know... the other thing...</p> <p>You need to copy...giggles.</p>	Use of L2 for self-instruction: (E)	
3	Teacher draws a table on board and fills it in with words.	T	<p>These are word parts, ok. We have bio, ology, demo</p> <p>What is the meaning of these word parts?</p> <p>Some of them are Latin and some of them are Greek...all right?</p> <p>How's bio defined? Has to do with life...like biology...biography...all right?</p> <p>Has to do with anything with life...and over here ology..as we can see has to</p>		

			do with anything that has to do with?		
4		St s	studies		
5		T	The studies.....very good! And demo...when do you see demo?		
6		St s	people		
7		T	People.. very good! Epic?		
8		St s	Among..		
9		T	Among..example: like epidemic...alright ? Among the people..alright? Very good! Then we have arche..which means?		
10		St s	original		
11	T points out to	T	Original..ok?		

	a student Student walks over to board		Then we have ...what's the next one...Juan?		
12		St s	graph		
13		T	Graph , which has to do with?		
14		St s	writing		
15		T	We see these words in many writing parts...right? Fill in the graph...write a paragraph...right? ...correct? And..lets go with the next one.....it's?		
16		St s	Micro! (stated at different voice levels)		
17		T	Micro...which means?		
18		St s	Small		
19		T	Small...very good! Than we have		

			poli...what is poli?		
20		St s	City-state		
21		T	Ok...city policy...alright..the policy of state...the policy in a company...then we have cosmo...which means...?		
22		St s	world		
23		T	World..very good! Then we have geo...		
24		St s	Earth		
25	Teacher in front of group ..moving from one end of the board to the other. Teacher point to a specific point on the board	T	Earth..very good! Ok..now among the spelling words....can you tell me what spelling words do you see that belong with bio? here		
26		St s	biography		
27		T	Ok, very good.		

			<p>Jose can you go to the board and write it?</p> <p>What word that has to do with the study of life goes there?</p> <p>What other word?...</p> <p>look at your spelling book...</p> <p>Words that have to do with life?</p>		
28		St 1	Miss...you forget metro..	spontaneous L2 use	
29		T	I forgot what?		
30		St 1	Metro..		
31		T	<p>Metro..</p> <p>(pronunciation corrected)</p>		
32		St 2	Metropolis..		
33		T	Ok..that has to do with what?		
34		Sts 3	State...		
35		St 4	Polis...		
36		T	Ok...very good...and it		

			would go where?		
37	Sts standing next to board points to a category	St	Here miss....		
38		T	Very good... So let's go ...only biology?		
39		St s	No miss...		
40		T	Who wants to go to the board?		
41	A few students raise hands	St 2	Biography...		
42	Teacher points out a students	T	Ok...you want to go to the board?... We're still with bio...		
43	Students struggles to answer	St 5	biography... biome (mispronounces word)		
44	Student who answered initially smiles	St 6	Biomiii, hahhaha		
45		St 8	Bi..o..miii, jaja		
46	T speaks to student who wrote word on board.	T	Very good...ok...the next one?		Teacher ignores students corrections

47		Sts	(Mumbling words) bio..biology...bio graphy ..biome...biomiii		
48		T	Points out to another student		
49	Another student writes word on board	St 2	Biome..		
50	St gets up and point on the board a spelling mistake	St 6	Look, boi....		
51		T	Aja...correct it Sofie..		
52	Student appointed walks over to board and corrects word	St	Mumbling word...bio...		
53		St s	(Mumbling.).....e y..yo lo se...bio..	Mother tongue dominance (E)	
54		T	Has to do with the study of life...very good....biome.. The next one...one more...		
55		St s	Biography		

56	T points out to another student.	T	Biography...very good...Paula..		
57	St writes biography	Sts	Mumbling...polis.. ..bio..geo..		
58		T	Ok lets go with the next word...ology		
59		St 8	Geology!		
60	Teacher offers marker	T	Very good...now go over there, go to the board.		
61	A student get up	St 4	Walks over to the board And writes something		
62		Sts	Reading from board		
63		St2	Mumbling...psyc hology		
64	Students start to work with notebooks and spelling workbooks.	T	Ok, good! Now I'm going to give you five minutes to fill in the rest in your notebooks....lets see how you do....classify the words....the meaning....		
65	T walking in between the	St	Miss like this?	Spontaneous use of L2	

	desks				
66	T looking for something on the desk	T	Where does miss Gina keep her homework notebook?		
67		St 7	In her desk....	Spontaneous use of L2	
68	Students working in their notebooks and mumbling while they work.	Sts	Mumbling.....y esta....geooo...logy...		
69	T gets up from her desk	T	Ok,you guys ready?		
70		St s	Yes!		
71		T	Lets see...what do you have for demo? Hmm, raise your hands... Renteria...what do you have for demo?		
72		St 9	Democra...demo.. .— democracy...democrats..		
73		T	Aha...ok...and that has to do with		

			people...what other word has to go there?		
74		St 9	demonstrate		
75			Ok, now remember sometimes they can also be used in two categories...what words have to do with people?		
76		Sts	Democracy....demonstrate.... epidemic!		
77		T	<p>Epidemic! Very good! Epidemic has to do with people...right?</p> <p>Alright, very good and epidemical has to do with people..</p> <p>Ok, lets go with the next one..</p> <p>Whats the next one?</p> <p>Number four?</p>		
78		St s	epic		
79			(in playful tone) Aha..		

			what goes there also?		
80		St s	Epidemic..		
81		T	Epidemic...very good.. Let's go Juan Diego, the next one?		
82		St 9	Archeology... (mispronounced)		
83		T	Archeology ...(phonetics highlighted)		
84		St s	Archi..archo.....a rcheology		
85		T	Archeology...ok... what other word?		
86		St 9	Archii..arch..a-r- c-h-i--- (try to pronounce it)		
87	T uses computer program to assist pronunciation	T	Whats the word? Lets listen to the pronunciation on the computer...		

88		Sts	Archiid...archive. ..like arch. (imitating propounciation).		
89		T	Listen, ok.. Archade... whats the word?		
90		St s	Archade!		
91		T	Ok like cake..archade!...s o that goes there, correct? Lets go with the next one...graph! Echeverria, you´re so quiet Remember it has to do with write.		
92		St 10	Biography..		
93		T	Right..biography. ..very good, let´s go with the next one..		
94		Sts	Micro...microwav		

			e...microsoft		
95		T	Next one....		
96		St s	Pli...poli..		
97		T	What do you have there? Political, metropolis... what else?		
98		St s	political, metropolis, (reading quickly.....pol ite, police, policy,		
99		T	Whats the other one?		
100		Sts	politician		
101		T	Politician..very good!....cosmos?		
102		St s	Cosmopolitan! murmuring		
103	They continue to work by themselves		Mumbling words....		
		T	Ok, homework! What is it that I		

			<p>want you to investigate?...I want you to investigate the word parts of each spelling word...the ones you have here in the chart, bio, ology, demo, etc.....is this word's origin is it Greek or is it latin. Where does it come from...does it come from a Greek word or does it come from a Latin word.</p> <p>Take out your controls, quickly.</p>		
105		Sts	what is Greek?		
105	Pointing to the board	T	The word part...consult...look it up.		

CLASS OBSERVATION TRANSCRIPT #2

Date: April 10/012

Time: 8:20 to 9:10

Class observed: Language Arts

Grade: 5th

Unit: The Emperor's silent army

Lesson objective: past perfect tense					
Data collection mode: video recording					
Time	Context description Events taking place	Speakers	Discourse	Category	Comments
1	Teacher walks in , looks around...seems to be checking on something Students seem to be unaware of teachers' presence...a few walking around...others checking their school belongings	T	Ok, guys... put your stuff away!		Although students seem concentrated on own things...I believe they are actually very pending of teachers actions....
2	Teacher stands behind her desk....and stares at group	St 1.	Miss.... ya yo estoy listo!	Mother tongue dominance (E)	Students already know the drill...get ready!
3		St 2	Ya voy! Ya voy!	Mother tongue dominance (E)	
4		St 3	Miss! What do we have for today?	Spontaneous use of L2	

5	Teacher walks to the front of the classroom..... jots down a few sentences on the board	T	<p>We are going to work on grammar.</p> <p>(in an amicable tone)</p> <p>Who can tell me what does the present perfect and the past perfect have in common</p>		Teacher seems inviting with her voice tone...as if saying all is ok...lets have fun.
6	Students start raising their hands	St s	<p>Miss.....me....yo miss!</p> <p>(mixture of voices)</p>	Mother tongue dominance (E)	They all seem ready to take a risk!
7	Teacher pacing in front of the board from one extreme of the classroom to the other....not an impatient walk, but rather a way of keeping proximity with some students	T	<p>Who can tell me what this sentence does not have?</p> <p>What's missing: Chester smelled those tress back home.....Chester smelled those trees back home</p> <p>(adding mysterious tone to voice)</p>		
8	Two girl students raising their hands desperately....	Sts.	Making muffled noise...mmmm		There is a small group of students who are very interested in

	almost on the verge of getting up				participating. Extroverts? Know the answer? Or just risk takers?
9	Teacher seems to ignore them Teacher stands in front of group and points out to a student and smiles at him...directs speech to specific student	T	Ok, back to what I said...what does the present perfect and the past perfects have in common? Jaime?		Probably this eagerness is a common thing in them and may in fact shadow other students.
10		St 4	He has miss?		
11	Teacher waiting for answer near student	T	Very good....but we are talking about the past....so it would be has, had, or have? The past...has, had, or have?		It seem teacher is pressuring student to answer,- „maybe he’s one of the shy...or insecure kind of student who needs to be pushed to

					participate?
12		St 4	...in the sentence....		This student seems a bit insecure and obviously the teacher is trying to help him take risks.
13		T	It's in the past...so we use?		
14		St 4	..in the past...had?		
15	<p>Teacher smiling ...waiting for an answer</p> <p>After giving student a positive feedback the Teacher walks back to her desk and starts checking her planner or book.</p>	T	<p>Very good Jaime Castro! Excellent!</p> <p>So it would be....Chester <u>had</u> (emphasized) smelled those trees back home. Excellent!</p>		The rest of the students seem a bit anxious...maybe they think classmate is having a real difficult time trying to answer...they could also be thinking....why not ask me, .I know the answer!
16	Three girls clap softly and chat among themselves	St s	Signs of relieves...muffled voice and sounds... "ufffffff"		Obviously students were concerned with Jaime Castro's response...may be in a protective way.

					Seems they are saying that everybody was raising their hands but the teacher said: no! you answer, pointing to Jaime.
17	Teacher still behind her desk.	St 1	Mumbling... Ey...casi...	Mother tongue dominance (E)	These students are sharing the same relief of seeing that student was able to answer: is it because they are girls or friends?
18		St 2	yo pense....giggles...	Mother tongue dominance (E)	
19		St 3	...and everybody (imitates raising hand)....no you go!	Spontaneous use of L2	
20	Teacher once more in front of group.	T	Ok...now someone give me an example!		
21	Student raises hand, but teacher ignores her.	St 3	Like you said it?	Spontaneous use of L2	
22	Walking around once more.	T	past perfect.....		

23	Raising hand	St 2	miss.....		This student clearly likes participating, but teacher has eyes elsewhere.
24	Teacher looking at another student.	T	No....someone else... Renteria... try it! Pick a veeeeerrbbb....		
25		St s	A boy's smothered laughter at the front of the class.		
26	Some of the students moving in chair, like wanting to call attention.	St s	Giggles		
27	Teacher not paying attention...went back to her desk. Teacher still talking to the	St 1	An example...past...verb...perfect...		Teacher's voice is not threatening, in fact its friendly, but she is persistent on having student talk
28		T	perfect past, perfect tense give me an example, give me a sentence...oh,		

	same student		come on!		
29		St. 5 pointed out	perfect past tense?		
30	Huge smile on her face	T	<p>Yessss..... perfect past tense....</p> <p>who can try it?</p> <p>Don't be afraid.....you're risk takers...right?</p> <p>IB.....international baccalaureate....let's go!</p>		Motivating them.
31	Teacher goes once more to the other corner of the board and	T	Jaime...come on jaime, you did very good....try it!		
32	focuses on another student.	Sts	Making noises...mumbling		
33	Teacher moves to one of students	T	Jaime you think of one..ok...		Guessing there are a few students who tend to stay behind the

	that seem eager to participate.		let's go with Christina.....lets listen to Christina..		group.
34		St 2	Rocio had smelt...		
35	Tone of voice goes higher with a surprise look on her face.	T	smelt!?!-----smelt????		
36		St 2	smelled....		
37	Playful interaction with students	T	Rocio had smelled.. but no, no, change the verb! That was my verb!		
38	More students raise their hands.	Sts	Shrilling, raising hands to participate.		teacher ignores them...goes on to another silent student
39		T	Renteria..		
40		St 5	ehhhhh.....ehhmmmm m....		
41		St 3	miss..I want...	Spontaneous use of L2	
42		St 6	miss....		

43		St 5	miss Juan Diego...		
44		T	Juan diego....aja ..letsgo..Juan Diego...		
45		Sts	Giggling		
46		St 5	miss...Juan Diego has taken for a team..		
47	Teacher emphasizes word had.	T	aha the past ? Had is used for singular and plural...they had...I had...she had...all right.... so Juan Diego had been (Teacher emphasizes word had)		
48		St 5	taken...		
49	Teacherlisteni ngattentively	T	chosen you mean..... Juan Diego had been chosen for ...a soccer...		
50		St 5	team...		
51		T	a soccer team... ok, very good!		

52		T	Jaime		
53		St 4	my friend Rigy.....		
54		T	aha... now the helping verb in the past?		
55		St 4	Hads...		
56		T	Had..		
57		St	Had go...		
58		T	Had go? Had went? No....Had gone!		
59		Sts	Muffled voices...giving answers		
60		T	Had.....		
61		St 7	Gone... had gone....football...		
62		T	Had gone to a football stadium?		
63		St 7	soccer		
64		T	soccer stadium.....ok...very good!		

			Juan Diego		
65		Sts	(whispering) El partido de football...bien!.....miss...	L1	Looks like other students want to participate
66		St 8	(student appointed) Brian had seen those cars before...		
67		T	Brian had seen those cars before...ok. Now let's see, do you have a quick piece of paper you can snatch?		
68	Teacher goes near student she's been paying most of the attention to and watching what he's doing. Other students get up to get paper from another student who's giving it out.	Sts	Yes miss!....yotengo.. ...miss, miss! Murmuring from a number of voices	Mother tongue dominance (E)	

69		St 3	<p>Ey, si quieres yo te doy...mira asicortalo.....miss.....</p> <p>(in low voice tones st exchanging words)</p>	<p>Mother tongue dominance</p> <p>(E)</p>	
70	Some students went to their lockers, other to a classmate's desk...they all seem to be getting the piece of paper	T	<p>A piece of paper you can scribble on...</p> <p>ok this is what you are going to do....</p>		
71		Sts	Murmuring....		
72	Standing in front of group	T	<p>who doesn't have paper?</p> <p>ok, you re going to write a sentence...with clear hand writing...clear penmanship.....</p> <p>you 're going to write me a sentences, alright?...using the past perfect tense verb...ok?</p>		
73		St 2	<p>bueno miss...</p>	<p>Mother tongue dominance</p> <p>(E)</p>	

74		T	Hurry up...yes ...you may start!		
75		St 4	Una sentence miss?	Language mixture (splanglish) (E)	
76		T	yessss...write a sentences using the past perfect tense verb (said slowly) one.....only one!		
77		St 2	Who needs paper?	Spontaneous use of L2	
78		St 5	In the past...		
79		T	Yes...write a sentence using the past perfect tense		
80		St 9	How many sentences?	Spontaneous use of L2	
81	Teacher near student who seems to be a bit behind the	T	One....only one.		Teacher seems to be concerned with this student's

	rest		Just a simple sentence Ok ready?		performance...s he has been paying more attention to him.
82		St. 5	Wait miss!		
83		St s	Yes miss..		
84	Student finishes handing out pieces of paper Teacher showing paper cut in two	T	Ready? Ok ...this is what you're going to do: Thank you Sofie... Once you have your sentence ready, you are going to cut it in two...your subject from your predicate....the subject from the predicate.... Come on cut it...use your scissors.		
85		St 2	Look miss I did it.	Spontaneous	

				use of L2	
86		St 5	Espera miss		
87	Teacher moving around helping students cut the paper	T	let me help you.		
88		St s	Chatting in low voice...look...miracomo quedo....giggles	Language mixture (splanglish) (E)	
89	Teacher checking students work.	T	Where is your helping verb? Isabela had gone...capital letter...ok mami? Ok ready?		
90		Sts	Yesssss.....I did it....si miss.. Mira el mio... (variousvoicesmumbling)	Language mixture (splanglish) (E)	
91	Student approaches teacher	St 4	Miss what is we have to do when we write the sentence?		

92		St 1	I did it miss		
93		T	Go to your partner and switch predicate part... Renteria are you ready? Lets go...you are all taking too long...		
94		St 5	I have partner	Spontaneous use of L2	
95	Students moving around	T	You have a partner? Christina...go to Christina...Valentina.... Ok now read your new sentence....Jaime read your new sentence....		
96		St 7	Mario had not seen Justin Beaver in a concert		
97		St 4	Justin Beaver had always won at the school games		
98		T	(in a playful tone) Girls are usually refering to Justin		

			Beaver...hahahhaa, Ok lets go...over here Cristina what do you have?		
99		St 2	I had gone to Canada before		
100		T	I had gone to Canada before. Yours? What did you get?		
101		St 1	Daniela had walked on that street before.		
102		T	Juan Diego what do you have?		
103		St 6	Wait a second miss....	Spontaneous use of L2	
104		T	Renteria what do you have?		
105		St 7	I had gone to Cgena on vacations.		
106		T	I had gone to Cgena on vacations...ok Valeria what do you		

			have?		
107		St 9	Mariana had sing many times before.		
108		T	Mariana had sing? Or Mariana had sang many times before?		
109		St 9	Mariana had sang		
110			Ok students very good, remember to practice and do your homework.		

CLASS OBSERVATION TRANSCRIPT #3

Date: April 11/012

Time: 7:30 to 8:20

Class observed: Language arts

Grade: 5th

Unit: The Emperor's silent army

Lesson objective: Reading comprehension/reading rate

Data collection mode: video recording

Time	Context description Events taking place	Speakers Turn taking	Discourse	Category	Teacher
1	Teacher in front of the class, resolving a group conflict. Asking students why they had not approached her	T	Before we begin class we need to resolve a situation. I understand some students were calling another student asking what had to be done for		

	to clarify doubts, reminding them their age and grade, and what was it that they had to do to resolve problem.		homework So what was it that happened? Who was calling Daniella, asking about the homework? Why did you not copy homework assignment?		Seems a number of students decided to call one of the girls to ask her about the homework and now she's telling on them.
2	Not all of the students are interested in what's going on in the classroom. Some students are checking their books, others are facing me, checking out what I'm doing.	St 1	Miss, they were...ring, ring, ring! Calling all the time...asking me about homework!	Spontaneous use of L2	I'm thinking some of the students want to be left out of the problem... their body language is banning conflict taking place.
3		T	Ok, what happened? Why didn't any of you come up to me and asked me about the homework, during recess time? What was it that you did not understand? It was only two questions...it wasn't a mayor research...or anything else.		I can see teacher is upset but is managing her emotions....guessing that my presences there stops her from what would be a regular attention call (maybe a bit more harsh?)...anyway she is doing fine.

4		St 2	The reading comprehension		
5		T	<p>Aha.....have we not practice reading in class?</p> <p>So what did you need to do?</p> <p>When you don't understand a text what do you do?</p>		
6		St 3	Look in the text ..miss		
7	<p>Now all students seem to be more synchronized....</p> <p>everybody is facing the teacher, she is standing near one of the desks, hands in her pant pockets....definitely all students are tuned in her frequency.</p>	T	<p>That's right...you look for clues in the text, look at illustrations...</p> <p>Ok, you know what I'm going to do? , I'm going to be checking notebooks to see how well you've been copying my classwork instructions.</p> <p>The grammar concepts..</p> <p>The robust vocabulary words and the definitions I've given you</p>		<p>Most probably they've sensed that the storm has subside....or could it be that they sense that its best to pay full attention....kids read adults very well!</p>
8		St 4	Miss..I don't have the spelling and grammar notebook here.	Spontaneous use of L2	
9	Teacher's voice has cooled down...less	T	Ok, remember, final evaluations are coming up. Do not throw away		

	stressed. After a while went back to her desk and turned on her computer		<p>your notebooks, not my notebooks, not math's, sociales, etc...all these notebooks can help you get ready for the finals. Use these notebooks to study.</p> <p>Don't give it to your little sister to draw pictures, to scribble on the pages, because you are going to need this information.</p> <p>You must review the concepts you've been seeing throughout the whole year.</p> <p>Some of you need to improve on your reading rate...you need to practice...read more.</p>		
10	Students are chit chatting again among themselves.	St s	Mumbling....indistinctive words		Teacher doesn't seem to mind...once more she's focus on her lesson plan
11		T	<p>Ok how many of you students finished reading the story?</p> <p>That story was send when home ...to be read?</p>		
12		Sts	Uuuuuyyyyy...a long time	Language	

			miss...	mixture (splanglish) (E)	
13		T	No...it was for holy week...right? Ok ..so you´ve just returned from holy week and we´re just discussing it....and you should have that story how many times?	Mainstream reference used (E)	I feel teacher wants to make clear (to me) that the story or assignment has been given with sufficient time (or maybe I´m wrong?) Its like she wants a witness of her work....
14		Sts	2 times....		
15		T	Twice...right? Well your reading rate needs to improve...even my good readers need to improve. Ok...homework...did you guys consult the origins of the spelling words?		
16		Sts	(Various voices)Yes...and we look for the perfect future tense....future perfect tense...yes miss....(murmuring)		
17	A couple of students went to their locker and took out books,	T	(the stressed voice tone returned) Ok...you guys should		Everybody got busy!

	other starting looking into their backpacks.		have been ready for class (not a scream but definitely a bit more harsh)		
18		Sts	Whispering.....I took....yo se tambien....indistinctive	Language mixture (splanglish) (E)	
19	Teacher concentrated on her laptop.....getting something ready.	T	As you already read the story, I'm going to ask you questions that were in there....ok? Valeria...what kind of primitive tools were used in the early times?		Teacher is taking her time to get her game rolling.....must be technology setbacks
20		St 1	The ones from the Empire army?		
21	Teacher got up from her desk and pacing in front of group...hands in her pockets. Students seem to be paying attention, however some are looking at the floor....looking far away....there's	T	The one you read yesterday....think! It could be anything...because in the silent army, it was in the early times. It could be cavemen time, it could be era of the ice age, because that's what primitive means....no? What simple weapons....simple tools...used... Now what primitive tools		I'm under the impression teacher had to improvise....just a feeling.....she's not reading questions from anywhere and laptop was left behind.....I could be mistaken!

	one concentrate on something on her finger...		do you know of that were used in the early times? It doesn't have to be in the story...its just prior knowledge....building background....what is it that you know.... Lets see?		
22	Students started raising their hands.	St 1	Knives...		Being told that it didn't have to be in the story ignited their motivation.....Students definitely like to be asked questions... opened end questions...not in the booklet.
23		T	Ok..but what kind of knives? What were they made of? What type of simple machines?		
24		St 2	I know! I know!		
25		T	Echeverria		
26		St 3	Sicels?		
27	Teacher is pleased with	T	Chisels....very good!		This teacher taught science...a

	<p>response....has a smile on her face.</p> <p>She continues to pace the front of the classroom, but her body language is more relaxed...her face has an inviting gesture....attentive to students ideas.</p>		<p>That's what you call in science a simple machine....let see....</p> <p>Sofie.</p>		<p>subject she has a special connection with....(my impression)</p>
28		St 4	Ummmm...the thing that you use like this (shows pounding motion)		
29		T	The hammer?		
30		St 4	Yes!		
31		T	Made of.....		
32		St 4	Rock...		
33		T	<p>Made of rock, that's right!</p> <p>What other material did they use?</p>		
34		St s	Wood!		
35	Went back to her laptop ...and	T	That's right, wood...you see those are primitive		Maybe <u>she is</u> following her

	checked on something		tools....that's what you call simple machines...ok? Now ...ummm.....what is fertile land? jose		lesson plan....seems I was mistaken in previous appreciation.....my mistake!
36		St 5	It's a land that its easier to plants..to plant crops...and...		I think here students went back to text book information
37		T	Plant crops...very good...		
38	A number of other students want to contribute.	Sts	It's a land...full of rich...and the ...plants----ay miss!		
39		St6	Miss, miss! To flourish the plants!		
40	One student raising hand, but teacher ignores her	T	To flourish the plants...that's right...alright? But what do fertile lands <u>have</u> that help flourish the plants? I'll give you a clue...something like vitamins..		

41		St 2	Miss! I know! Nutrients!		
42	Walking in between the desks...her hands making gestures...smile on her face	T	Thats right! Nutrients! Fertile lands have lots of nutrients for....for the plants...no? Very good Now...I'm sure that one time or another you have heard your parents talk about the advances Bqulla has had over the years....	Mainstream culture reference used. (E)	
43		Sts	Yes!...giggles		
44		T	Not only that, you guys have had the opportunity to see how your surroundings has flourished...developed What have you seen has changed over time for the better? Jaime, come on you can do it!		While speaking her voice tone varies...emphasizing some words..... assisting meaning with hands and facial gestures...i keeps students' attention. Gestures of "you can make it" made

45	Student speaks very paced...not stuttering, but near it.	St 7	Its grow...its nutrients....		I can see teacher want to push student into participating...must be a shy, timid, insecure student...or simply still lacks the skills?
46		T	The land has nutrients? Barranquilla...what have you seen develop in Bquilla?	Mainstream culture reference used. (E)	
47	Students raising hands eagerly	Sts	Me, me!		
48	Teacher speaking more eagerly, moving hands around, walking in between the desks....seems connected with moment.	T	Come on...there are a lot of things...what have you seen? Gardens...there are more parks..right?		
49		St s	Yes		
50			Ok...very good. And what makes these garden grow? In the land?		
51		St 4	mmmmm		
52		T	Nutrients!		

53		St 7	Miss...I see that the people are making more buildings...more gardens...		
54		St s	Many voices murmuring		
55		T	Yes...more buildings...more supermarkets....right. Very good! Stephy..		
56		St 8	That there´s....technology....		
57		T	Technology...wow! that´s right! Technology has grown, that´s right! Tell me something about technology, that you´ve seen in Bquilla..	Mainstream culture reference used. (E)	Teacher very enthusiastic with students responses and participation.... she ´s seeing her efforts giving results?
58		St 8	Computers....cafe internet...laptops...		
59		T	Ok, thats right! People are using more technology. There are websites...very good.		
60		St3	Celphones!		
61		T	So we can say that		

	Walked over to her desk and checked on something.		<p>communication has flourished...no?</p> <p>Excellent!</p> <p>Ahhmmm.....what ritual have you witnessed or have you participated in? Specially now....I mean....let's try someone...</p> <p>Valentina ...</p>		<p>Teachers voice tone goes up and down...emphasizes some words</p> <p>Named called like when playing a game and participants name is called outloud with a special entonation.</p>
62		sts	Emmmmmm....like...(instinctive)		
63		T	<p>what rituals.....</p> <p>now it doesn't have to be.....there are many types of rituals....you have religious rituals...cultural rituals...ummm..that have to do with your city.....like Carnivals.</p>	Mainstream culture reference used. (E)	
64	Students exchanging impressions	St s	Ah..yes....Carnivals....murmuring...uyy los carnavales.	Mother tongue dominance (E)	Carnival name seem to ivoke good memories in many students.
65		St 9	In the...ehhhmm...how do	Mother tongue	

			you say iglesia?	dominance (E)	
66		Sts	I know! church!		
67		St 9	Like in the church... they do...rituals...for God...	Spontaneous use of L2	
68		T	They do rituals for God...		
69		St 9	The holy week	Mainstream culture reference used. (E)	
70		T	Ok..but describe them to me...what are the rituals?		
71		St 3	Religious...		
72		T	Yes...but talk to me about these religious ceremonies		
73		St 9	They....ummmmmmm		
74		T	What is the objective of the ritual?		
75		St 9	The ceremony of the light...	Mainstream culture reference used. (E)	
76		T	Of the light? But that has to do with first communion...right?		
77		St 9	Yes...		
78		T	Aha...very good		

79		St 10	And miss the one that says you can't eat meat...can't eat meat...but fish..	Spontaneous use of L2	
80		T	Only fish...right! Now why do religious....religious church ask you to only eat fish....and not meat? There has to be a purpose!		
81	Students raising hands	St 3	Miss I know!	Spontaneous use of L2	
82		T	Jose....		
83	struggling to get message across	St 11	Because in the past the fish was cheaper....and.....(muttering)		
84	Students listening	T	Ok....he's saying that people eat fish to remember the poor people that back in the old times could only eat fish?		
85	Students raising hands eagerly	Sts	Miss, miss, miss!		
86		T	Valeria		
87		St 2	I have another reason...		

88		T	I have another meaning?		
89		St 2	Yeah...in the....ceremonia de la luz.....the mix something with the water that...emmmm... makes it bendita....how do you say bendita?	Mother tongue dominance (E)	
90		T	holy		
91		St 2	That make it holy...the do something like this...(making sign with hands)		
92		T	They bless the water....		
93		St 2	They put the water on your head and it will make you feel better	Spontaneous use of L2	
94		T	Ok...water rituals.... Let me tell you what I was taught to believe...you don't have to apply it, you don't have to believe it...it's what I was taught to believe in...when I grew up my mother told...because I grew up in a catholic family....and....we couldn't eat meat on Friday.....and I asked her why? And she told me because Jesus Christ was made of meat...and that day if we		

			<p>eat meat we were eating his body! Ok? Yes! That's what I grew up with.</p> <p>And fish was considered....is considered...as one of the apostle...they were fishermen...and god told them...the apostle...be fishermen of people...go fish other people....uhmmmm.... to make them believe in Jesus Christ...to follow him.....so that is why at that time we didn't eat meat...ok? not to eat meat, because then you would eating Jesus christ.....thats what she told me.</p> <p>Now if you want to get more into that topic...you can ask....miss Sandra....to clarify you...why of that ritual...ok?</p> <p>She can give you more input on that, then I can....I can only tell you what I was told as a child....ok?</p> <p>Very good!</p> <p>Ok...I know you guys are going to get 100 on this....name someone who</p>		
--	--	--	---	--	--

			has been immortalized...		
95	Some Students making body movements as if dancing....	st s	Exchanging comments in low voice.....Ayyyyyy....eseesf acil!.. I know!		
96	Teachers makes body movements imitating what seem to be Michael Jackson's dance steps	T	Laughing		
97	Teacher stands in front of group Teacher points out to a student	T and sts	Laughing together Say it....		
98		St 3	Micheal Jackson!	Foreign culture reference used.	
99		T	Which other one?		
100		St 11	The troya.....the movie....aquile!		
101	Teacher happily surprised...point s out to the student with an	T	Aquiles..very good! Now where did Aquiles come from...from this		

	approval gesture.		era...or from early times?		
102		St s	Early time!		
103		T	<p>Yes, from an earlyt time.....he was immortalized....Aquile was immortalized....immortali zed because he was a warrior...a famous warrior....and he didn't follow any king.....he followed his own beliefs.....very good!</p> <p>Very good Christina!</p> <p>Gonzalo...</p>		
104		St8	Elvis...		
105		T	Elvis Prestley!	Foreign culture reference used.	
106		St 13	I was going to say...(indistintive)	Use of L2 for self-instruction: (E)	
107	Students giggle...as if they knew the meaning of the	T	<p>Elvis has left the building.....</p> <p>Lets see....who else?</p>		There seems to be a connection going on.....a synergy between teacher

	saying....di they?		Nathalie, you're in a corner...		and students.... they are speaking the same language in terms of L2 cultural references. I believe students perceive teacher's enthusiasm on references being provided. Teacher's expectations being met.
107		St 13	Uhhmmmm.....miss I don't know...		
108		T	You don't now? Ok Echeverria?		I'm guessing the younger the students, the easier to accept other cultural icons....less ethnocentrism? More mental flexibility?
109		Sts	Muttering something....		
110		T	What?		
111		St. 4	Marilyn...(barely audible)	Foreign culture reference used.	
112	Teacher moving in between	T	Marilyn...Marilyn		They have not mention one single

	students, using body gestures and voice tones to give special meaning to some words.		<p>Monroe!</p> <p>Why is she considered an immortal person?</p>		<p>Colombian Icon...or immortalized character and of course they know about them since they also study sociales....maybe they assume teacher is not familiar with them or maybe they are just flowing with the stream....or since the subject is in English, they have a bank of knowledge associated with the language, therefore, answers are spontaneous. ...contextualized with language being spoken... .hmmmm!</p>
113	Students murmuring	Sts	<p>Nnumerous voices....because of icon.....actress... .hollywood.....pretty</p>		
114		T	<p>Because of her beauty....</p> <p>And Aquile was immortalized because of his skills....uhh...war skills....and Micheal Jackson?</p>		

115		Sts	Because of his dancing!		
116		T	Because of his dancing only?		
117		Sts	No...because of his singing!		
118		T	That's right...because of his singing...his voice.... Which other one?		
119		Sts	Uhmhhh...eysi ...(indistinctive humming to a melody)		
120		St 5	The Beatles	Foreign culture reference used.	
121		T	The Beatles...definitely! Ok, the Beatles, that's right....		
122		St 12	Frank Sinatra!	Foreign culture reference used.	
123		T	Frank Sinatra....that's right! Now Frank Sinatra...was he only a singer....maybe you guys don't know...		
124		St 11	I don't know who is Frank Sinatra...		

125		T	Frank Sinatra...he was a singer...a broadway singer...he was also an actor.....		
126	Teacher walks back to her desk	Sts	Eyyy....muttering.....y Madona....	Foreign culture reference used.	
127		T	Ok what is the differences between a building intact and a building that is not intact?		
128	Students got agitated...waving hands....moving in seats..	sts	Yo, yo, yo miss! I know, I know! Miss!!!! (numerous voices muttering)	Language mixture (splanglish) (E)	
129		T	Sofie...befor you jump out of you seat...		
130		Sts	giggles		
131	Teachers silence after listening to student's answer	St 5	The building that is intact has never been used....and the one that is not intact it was already used.		
132	Students silent and following teacher's movement, , as if meditating upon correct answer	T	It was used? ...not exactly....but yes...that's the main idea...		

133		St 9	Has not changed?		
134			Has not changed...yes that's the idea		
135	Bell rings	T	Ok students read a bit more on meaning intact.... See you guys tomorrow.		

CLASS OBSERVATION TRANSCRIPT #4					
Date: April 12-012 Time: 7:30 to 8:20 Class observed: Language afts Grade: 5 th Unit: The Emperor's silent army Lesson objective: Future perfect tense Data collection mode: video recording					
Turns	Context description Events taking place	Speakers	Discourse	Category	Comments
1		T	Good morning!		
2		Sts	Good morning miss!		
3	Teacher checking	T	Ok...are you ready?....let review..... Tatattatta...ta (the mystery sound)		Her playful attitude seems to work well with students

	text		<p>Now... this is not the vocabulary words...the robust vocabulary words....</p> <p>Where in the text do you find</p> <p>The beginning of Egypt?</p>		
4	<p>Students shuffling books pages</p> <p>After a few seconds, some started to raise their hands.</p>	Sts	<p>Ahh? What! Ayyy!</p> <p>Miss!!!</p>		<p>As days go by teachers is more expressive...may be less self-conscious?</p>
5		T	No...don't raise your hands unless you know the answer		
6	Student gets out of chair and shout answer	St 1	In the page 604....		
7		T	Is she correct?		
8		St s	Yes, miss! Yes she is!		
9		T	How many robust vocabulary do you see there?		

10		Sts	3!		
11		T	3..very good! How is the word fertile used in the text? Renteria?		
12	Student starts to read A bell rings in the distance	St 8	Reading indistinctive....		
13		T	Sorry, can you read again, I wasn't paying attention....because of the bell		
14	Teacher very enthusiastic, moving in front and in between the desks, asking lead on questions, and	St 8	Fertile land was nearby the Nile river....		Overall mood of activity is playful and interactive. Everybody is raising their hands to participate, teacher is using voice tones and gestures to make activity fun and motivating.
15		T	So how are they using fertile?		
16		Sts	Like nutrients!		
17		T	Thats right...fertile means that is has nutrients...very good! Who lived near the Nile?		
18		Sts	The Egyptians...		
19		T	The Egyptians...do they know how they arrived		

	pointing out illustrations in students opened texts.		there?. Did they just made their homes there.. Why did they build their homes there?		
20		Sts	The river!		
21		T	Because the river was nearby....what else was nearby?		
22		St 3	Because the nearby river made the land fertile, so they could plant crops...		
23		T	Very good Where in the text is the creation of the sphinx?		
24		Sts	Miss, miss!		
25		St 9	626		
26		St 7	No miss! She didn't stand up!		
27		T	Hahaha, its ok,...ok 626...is that correct?		
28		Sts	Yes miss!		
29		T	Ok..what are they trying to tell us in this text?		
30		St 6	How they created things....the Sphinx		

31		T	<p>Very good, Jaime!</p> <p>They are telling us about how the created the Sphinx</p> <p>Ok..for the test that's coming up...you need to get ready...</p>		
32		St7	Miss...what?	Spontaneous use of L2	
33		T	<p>Uhhmm...you need to get ready in reading comprehension evaluation...next week....</p> <p>Today...lets go back to grammar...</p> <p>what di you investigate?</p>		
34	Students start looking through their norebooks	Sts	<p>Ayyyyy----</p> <p>mumbling....indistintive comments.....mira ver....yesterday...</p>	Language mixture (splanglish) (E)	
35		T	<p>In your notebook.....no this is just</p> <p>comprehension...comprehe nsion questions</p>		
36		St 9	Miss...like..the other test?		
37		T	No....its not orall!		
38		St5	Then we can use the book?		

39	Teacher behind her desk, reading from her planner...or book	T	<p>Is it an opened book test?</p> <p>No, .because we've already discussed it yesterday and we discussed it today....</p> <p>What am I going to ask you?</p> <p>How words were related in the text....ok...eeehhhhm....Im gong to ask you....who was the mysterious creature...</p> <p>ok....the mood of the story.....the mood of the story....how did it start....ok....and how did it end...</p>		
40	By the end of instructions a student approaches her with an opened notebook in her hands.... seems to be showing teacher she's running	St 4	Indistinctive.....miss no tengo...	Mother tongue dominance (E)	

	out of pages				
41	Another student approaches her and indistinctly says something to her.	T	Well you need a new one! Yes mami... I already said it	Mainstream culture reference used. (E)	
42		St 4	Bueno miss		
43	Teacher revising something from her laptop.	Sts	Walking around...exchanging notes....chatting in low voice... a mi se me acabo....siii....terrrr....some kicked... valeria...es el mismo!.....I gonna say something.....no mira....	Language mixture (splanglish) (E)	
44		T	Ok, ready? Take out your homework...what did you investigate? What was the homework about?		Students seem dubious...less motivated...a bit more concerned maybe?
45		Sts	Futures..... espera miss.....murmuring	Mother tongue dominance (E)	
46		T	Investigate future perfect tense verb! And give 3 examples of how it's used		

			Ok...lets go!		
47		Sts	Future....(indistinctive)		
48		T	Can somebody tell me....ah Stephy! What is the future prefect tense? What does it show?		
49		St 6	Is an action that is happen now...that is the future ..that is happen...		
50		T	What's the....ummmm...another one Orrego		Obviously teacher not satisfied with answer
51	This review and check up is done from her desk	St 6	The future perfect tense...reads on indistintively and fast		Guessing all information read is just copied definition, which could be one of the reasons students are not really mastering definition.
52		T	Now slowly...more slowly		
53		St 6	I continue?		
54		T	Yes!		
55		St 6	The puture perfect tense..		
56		T	The future! (F emphasized)		
57		St 6	The future prefect tense talks about the past in the future.....(indistintive)...au xiliary verb...		

58		T	Auxiliary! (pronunciation corrected)		
59		St 4	Auxilairy verb have....		
60		T	Ok...Sophie...what do you have?		
61		St 7	The future perfect tense ..talks about the past and the future...		
62		T	Ahummm..... Valeria		
63		St	Uhhmm...future perfect tense..subject....past participle...(indistintive)		
64		T	What does it show? Christie..		
65		St 7	I read?		
66		T	Yes!		
67		St 7	The future present tense.....(again voice gets lost after initial words...(seems to wander off)		It seems to me students are not giving teacher what she wants...they are merely reading a formula written down...I feel there is no real

					comprehension of topic in discussion...its a down to the dot reading.....students not using own words to define or explain concept.
68		T	But louder sweetheart...		
69		St 7	Do it again?		
70		T	Yes, but louder...		
71		St7	The future perfect tense is used to describe an event that is expected to happen in the future.....(indistintive) a combination of the perfect tense...(keeps reading on)		
72	Gets back to front of the class and moving around.	T	<p>Ok, then , that a better explanation...more clear and precised.</p> <p>Ok what is it.....a future perfect tense....take notes!</p> <p>You had good answers, but now I'm going to summarize it and make it shorter....and it will make it easier to understand it..</p> <p>You should be recycling notebooks students!</p>		

			<p>Now don't go telling your mother or your father...you have to buy me...a brand new notebook...no!</p> <p>Because we are already at the end of the school year. Use what you have at home...use a used notebook...</p>		
73		Sts	Miss...I don't have...		
74		T	You're going to have to...cause you have no choice.		
75		Sts	Ok...muttering		
76		T	<p>Ok do you have your pencils ready? Everybody sitting properly? I don't want anybody left behind. Pencils sharpen?</p> <p>Nothing in your way?</p> <p>Ok ready....the future perfect tense.....shows action.....that will have happened ...before a specific time....before a specific time...in the future...period..</p> <p>The future perfect tense will show actions that will have happened in the future within a specific time.</p>		

			<p>Examples:</p> <p>Chester...Chester will have had....many adventures.....many adventures (thats an old spelling word).....by the time he returns to Connecticut. Again, one more time...Chester will have had.....many adventures.....by the time he returns to Connecticut.</p>		
77	Students approaches teacher with her notebook in her hands	St 3	Mumbles something about her notebook		
78	Writing on the board	T	<p>Ok another example</p> <p>Wheres the board eraser?</p> <p>Ok...key words...before a specific time in the future</p> <p>And what word in the example expresses a specific time in the future.</p>		
79		St 9	Will have....		
80		T	No...thats the helping verb.....		

81		Sts	Many!....action!		
82		T	By the time...by the time he returns to Connecticut....that means...that by the time he gets to Connecticut he would have experienced...what?		
83		Sts	Many adventures		
84		T	Another example....you complete it.....by 9 pm... What is it telling me...what is it showing me?		
85		Sts	The time....I can....		
86		T	What does this express? Jose?		
87		St 9	Before a specific time....		
88	Students became active once more, raising hands	T	What?		
89		St 9	Before a specific time		Students seem to enjoy more this off the text answers....or is it maybe because answers expected are not really long?
90		T	What did he say		
91		Sts	Before a specific time!		
92		T	Before a specific time....that is the future perfect tense. Ok...tell me your sentence.... Jose.....		

93		St 9	You will have fallen asleep by 9 pm		
94		T	Very good!		
95		St 10	Paola will have finish her homework by 9 pm		
96		T	<p>Finish? Finished! Will have finished...very good! Excellent!</p> <p>Valentina? What would you have done by 9 pm Valentina?</p> <p>Now think of the verb...what would you have made? What would you have done by 9 pm?</p> <p>Echeverria!</p>		
97		St 8	My mother would have return by 9 pm		
98		T	<p>Return? Returned?....very good!</p> <p>Now do you understand?</p> <p>Ever?</p>		
99		St	The train will gone by 9 pm		
100		T	Gone? What's missing...		

			<p>remember the word by, by.....the train will have gone by 9 pm</p> <p>ok take out your grammar workbook...you are going to do the exercises in the grammar workbook.</p> <p>Page 86</p>		<p>Initial response to workbook wasn't positive...however, after seeing the exercise, they seem relieved.</p>
101		Sts	<p>Ay que es esto!</p> <p>Page 86</p> <p>Ay, its easy!</p>		
102		T	<p>Read the instructions Valentina</p> <p>Not ready?</p> <p>Valeria read the instructions.</p>		
103		St 5	indistinctive		
104		T	<p>Verb phrase....whats a verb phrase....you guys are rusty!</p> <p>Circle the correct verb phrase to complete the sentence....how many verb phrases do you see?</p>		
105		Sts	Two		

106		T	Two verb phrases right? It says circle or underline?		
107		Sts	circle		
108		T	So what must you do before you circle?		
109		St	Think?		
110		T	Think? Just that?		
111		St	Read		
112		T	Read....you have to read, think and circle...very good		
113		St			

CLASS OBSERVATION TRANSCRIPT #5

Time	Context description Events taking place	Speake rs Turn taking	Discourse	Category	Comments
1		T	Good morning students		
2	Student approaches teacher	St 1	Good morning...miss we having the test?		
3	Teacher getting ready...organi zing laptop	T	We are going to review seen....I want you to ask questions if you don't understand.....remember you'll		

			<p>be having a test</p> <p>Get your notebooks ready.....</p> <p>are you ready</p>		
4		Sts	Yes miss....yosi	Mother tongue dominance (E)	
5		T	Ok...number one.....Primitive....related to human society at.....at a very early		
6		St2	At?		
7		T	At a very early stage of development.....related to human society at a very early stage of development with people....living in a simple way without....machines...		
8		St3	Without machines?		
9		T	<p>Yes...without machines.</p> <p>Number 2...fertile...land that is full of nutrients....</p> <p>And.....thats good for growing crops....</p>		
10		St4	Growing?		
11		T	Crops.....we continue with flourishing.....growing or		

			developing successfully....growing or developing successfully...		
12		St 1	How do you write successfully?		
13		T	Double what? How do you write success?		
14		St 4	S?		
15			Aha...successfully...double s...double c....and fully....growing or developing successfully...that is flourishing....for example you guys are flourishing very nicely.....you're flourishing beautifully...successfully.		
16		St 5	indistinctive		
17	Students are taking dictation	T	Ok, in this case people flourish...children flourish...what do they mean by successfully here.....you're growing healthy...you're having a proper education....you have children's right....you have someone to protect you....so yes, you're flourishing properly.... Number 4 we continue with these sentences... A person who is related to someone...a person who is		

			<p>related to someone....and who lives after them...such as their child or grandchild.</p> <p>A ritual...I think you guys know this...no? you've seen this in social studies, you've seen it in holy week, we had a number of religious rituals...huh?</p> <p>Rituals are ceremonies that involve a series of actions performed</p>	Mainstream culture reference used. (E)	
18		St 6	Performed?		
19		T	Performed....according to a set of order...according to a set of order...		
20		St8	Miss...according?		
21		T	<p>Double c...according to a set of order.</p> <p>Intact....I think everybody knows what that means... Ok?</p> <p>Complete and in the original state....intact....complete and in the original state</p> <p>Number 7...immortalized...immortalized ...to make someone...or</p>		

			something....so famous...that they are remembered....that they are remembered.....for very long time		
22		St3	Remember...a person		
23		T	Or something		
24		St4	Like Micheal Jackson?	Foreign culture reference used.	
25		T	exactly		
26		St 2	Or jackie.....(indistintive)		
27		T	Or something so famous....that they are remembered for very long time...and the last...but not the least....reinforces.... To add additional strength and support...		
28		St5	To		
29		T	To add...like addition....to add additional strength and support...		
30		St6	(Someone Sneezed)bless you!	Spontaneous use of L2	
31		T	Ok, very good...now we will continue, with what I've said about reading aloud...reading ahead....like I've said....why do we need to practice comprehension?....its a		

			<p>constant exercise that you need to do....</p> <p>Why do we do it...why do we read ahead...ok.....</p> <p>Number one is to?</p>		
32		St7	When you don't understand		
33			<p>Have you ever come across a word that you don't understand....but the clues around the text clarify the meaning?</p> <p>Well that's an example of what is reading ahead....oh my god...what is this word....I don't understand.....but as you read, you start to get the idea .</p> <p>And number two...what is number two?</p>		
34		Sts	...indistintive		
35		T	Very goodits to better understand action...the motivation...of characters...people in the story....and the last?		
36	Student reading from text	Stsindistintive...to undertsand....		
37	Teacher	T	These are just a few of the reason for reading ahead....but		

	nodding yes		<p>these are the ones we are going to concentrate on the story....and remember the good readers....to have a good reading rate....is to...umm...phrase words in beautiful ways....ok...thats what we are going to be looking for in reading rates.</p> <p>And these are the words we are going to see where?</p>		
38		Sts	In the spelling...in the text		
39		T	<p>Ok..take out your beautiful,,, your wonderful....textbooks!</p> <p>Now remember...a reading rate is not reading fast (imitating students' reading)....that nobody understands....you need to have a good reading rate...but comprehending at the same time.</p> <p>Ok...so you have your palmer reading.....and we are going to be reading in the following way...as I call the number...if it there's a lady...the lady goes first and if there's 2 boys, then the shortest reads first....the shortest one</p>		

40		Sts	laughing		
41		T	If its the same gender, the shortest one.....		
42		St 3	The shortest of the size?		
43		T	Yes...mami...the shortest of the size	Mainstream culture reference used. (E)	
44		St4	Ayyyyy....miss	Mother tongue dominance (E)	
45		T	Yes, I have requested the youngest...but now its the shortest		
46		St 5	Ayy...miss		
47		T	Ok, then lets start with the tallest and then we'll continue with the shortest First I'm going to out the cd on for the first 2 pages....because I want you to hear the model reading....and then we are going to have read...and then the model cd....alright?		
48		St 9	Oh god!	Adoption of foreign culture expression	

49		St 5	Like you did the other class?		
50	Teacher put recording of story	T	<p>Like I did the other class,...that's right.</p> <p>Ok lets begin...ready?</p> <p>Oh, another way also is...that can help you in speed reading or reading rate....is using your finger...following the speed of your finger....there are other ways also...ok</p> <p>But what am I looking for?</p> <p>Phrasing meaningful words....ok...we need t listen...we need to have silence.....</p> <p>*recording started...story in cd</p>		
51		Sts	Miss that's not the one!	Spontaneous use of L2	
52		T	<p>Ok, that was rereading, let me put the other one</p> <p>The next story...the secret of things...page 618.....</p>		
53		St8	Oh my god!	Adoption of foreign cultural expression	
54		T	Oh my god? What are you scared of? This is a just a way of warming up		
55		St5	Miss 618?		

56		T	Yes...618		
57		St 9	We read that at home....		
58		T	Yes that was for homework...now we are going to read it in class. Plays cd.....everybody listening Ok lets see now...begin reading....ummm....number 5...		
59	Students breath heavily as if in front of a great challenge	St s	Uffff....hmmmm		I can see some students feel relief of not being called.
60		T	Who's going to read...who's five? Raise your hand.....begin Renteria..		
61		St 5	Miss you said ladies first...		
62		T	Ah yeah...ladies first!		
63		St 10	Student read page (very low voice tone)....the giant butterfly is almost invisible.....		
64		T	Ok....stop---ok...there has been an improvement...now try to read it...just a little bit faster.....		
65		St 10	The mysterious....giant.....goes on		

66		T	Ok reread...Ever		
67		St11	Student reads same page....the giant.....invisible....		
68		T	Very real...ok very good....now how would you describe the mood of this paragraph?....the mood? Is it a hilarious character?		
69		St 2	Its like...ummmm....polite		
70		St4	Miss, he's putting like a voice....		
71		T	He's like being a detective right? He's putting what?		
72		St1	Mysterious		
73		T	Mysterious! Right...what words tell you, its indicating its a mysterious...		
74		St 11	...of his feature (indistintive)		
75		T	Very good,...ok no, lets continue Puts on cd once more Ok let continue reading...lets go with number one....		
76		St12	Miss...		
77		T	Ok Rachel....		

78		St12	Oye miss es mi turno	Mother tongue dominance (E)	
79		T	English Rachel	Imposition of foreign cultural marker	
80		St 12	Studentreads		
81		T	<p>Ok...of an ancient Egyptian pharaoh (correcting pronunciation)</p> <p>Now remember the cd is modeling the reading...its telling you where to put the emphasis....entonations, ok. That's why you need to follow the cd.</p> <p>Let s read together</p> <p>girls</p>		
82		Sts	Choral reading (girl students)		
83		T	Boys!		
84		Sts	Choral reading (boys)		
85		T	<p>Boys you need to read together..—Jose you're staying behind!</p> <p>Girls reread the paragraph</p>		

86		Sts	Choral reading (girls)...who build the structures and why.....(reading from text)		
87	In front of group with text in her hands. Students reading and following line attentively.	T	Sophie...whoohhoo....you guys are running out of the point...right? Exemplifying correct reading intonation: “who built the structures and why? What do they mean? And how did they build it? Juan Diego continue		I believe students enjoy this activity...may be because it is choral...group reading.... or is it simply because teacher makes it fun?
88		St.	reading from text		
89		T	ok, very good. Let’s continue number four		
90		St	reading from text.		
91		T	so what’s the name of the pharaoh		
92		St’s	Name given (difficult to discern)		
93	In front of the class	T.	now in this paragraph we can see details, ok? very explicit details what details did you see there? Juan Diego?		
94		St	The remain of the nose is five and half feet long		
95		St	Miss, miss! Miss Flor!		

96		T	ehhh, Gonzalez.		
97		St	reads from book		
98		T	as you can see it telling you how tall, how big the sphinx is. ok, lets continue		
99		St	reads from text		
100	makes corrections an puts on cd again	T	corrects pronunciation.....pyramid, sphinx, ok, lets listen		
101	asking to read	st	miss, miss, miss!		
102		T	what land or what sculpture lays behind the sphinx?		
103		St	The Giza plus two?		
104		T	very good and whats near the pyramids?		
105		St	the Nile river		
106		T	The Nile river, very good! ok, now we are going to change how we read, because I don't want you guys to fall asleep, ok? Now we are going to read first and then listen to the cd...ok? and we are going to make it more interesting, when I see boys, all boys read and when I say girls, all girls read, ok? So you need to pay attention we		

			are reading. One, two, three, boys!		
107	All boys reading	st	Reading from text		
108	Walking between students	T.	Valerie has a good strategy. She has a ruler, so she doesn't get lost when reading. Very good!		
109		st.	miss...(indistintive)		
110	In an amicable tone.	T	Look at the schedule...are you throwing me out? What time? ok ready...let's see who going to get sacntioned...ok, ready= One , two, three, boys.		
111	Boys reading	St	reading from text		
112		T	ok, now I'm going to model reading to you, remember when there's a coma...what should you count inside your mind?		
113		St	one		
114		T	one and when there's a period?		
115		St	three		
116		T	three?		
117		St	no, two!		
118		T	Two, ok now listen..(reads from text, models entonation) Now do you see how I phrased that into meaningful, uhh		

			words? Ok? Ready boys? Let's try again Let's see who is going to be the better reader. But remember, when you see a coma....		
119		St	count to one		
120		T	when you see a period?		
121		St	count to two		
122		T	ok ready, now I'm gonna start with the boy again...one, two, three..		
123	boys reading	St	reading from text		
124		T	girls!		
125	Girls reading	St	reading from text		
126		T	Everyone!		
127		St	students reading		
128		T	Now you see how better you sound, when you pause and you follow the punctuation ok, homework. Finish reading the story		
129		St	miss we already read it.		
130		T	Finish reading the story and answer the questions		